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ABSTRACT

This annotated bibliography lists 195 publications related to the broad topic of nonformal education. Entries are organized in five sections that focus in turn on the definition and scope of nonformal education, functions of nonformal education, delivery systems for nonformal education, target areas for nonformal education, and bibliographies relevant to nonformal education. Within each section, entries are listed alphabetically by author's name. Three indexes are also included: an author, publisher, and organization index; a geographical index; and a subject index. Although reports and documents published by the Agency for International Development are important elements of the bibliography, other materials covering the work of international agencies and various other organizations and individuals are also included. Many of the publications listed have been entered in the ERIC system and are available through the ERIC Document Reproduction Service. (Author/JG)

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February 1975

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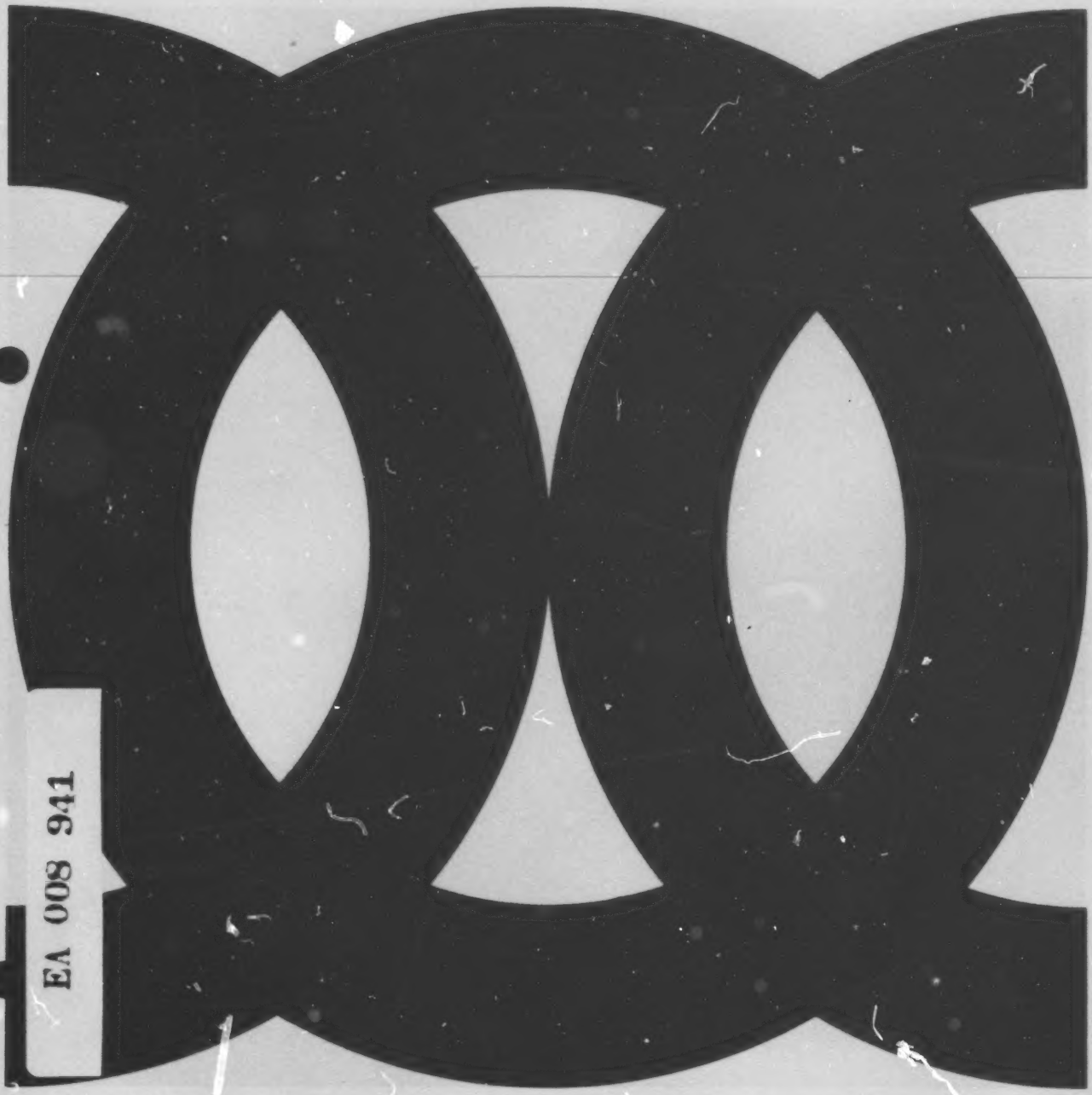
Non-Formal Education



A.I.D. BIBLIOGRAPHY SERIES

Technical Assistance Methodology

1. Advisors and Counterparts: Relationships between Foreign Technical Assistance Experts and their Host Country Colleagues	Oct. 1972
2. Social Indicators	Dec. 1972
3. The Technical Assistance Process	Apr. 1974

Agriculture

1. Wheat Production Programs	July 1969
2. Rice Production Programs	July 1969
3. Poultry Development Programs	July 1969
4. Land Reform	May 1970
5. Fisheries	June 1971
6. Food Marketing in Developing Countries	Dec. 1971
7. Agricultural Credit and Rural Savings	Dec. 1972

Civic Participation

1. Popular Participation in Development: Title IX	Aug. 1970

Development Administration

1. Administration of Agricultural Development	June 1971
*2. Institution Building in Business Management Education (Pages 7-10)	Jan. 1969
*3. Urban and Local Government Development (Pages 11-15)	Jan. 1969
4. Development Assistance to Schools and Institutes of Administration in Developing Countries	July 1969
5. Systems Approaches to Technical Cooperation: The Role of Development Administration	July 1969
6. Administrative Reform	Oct. 1969
7. Urban Development Including Housing	Apr. 1970

Education and Human Resources

1. Book, Textbook and Library Development	Dec. 1970
2. Non-Formal Education	Feb. 1975
3. Teacher Education	Oct. 1972

Health

1. Community Water Supply	July 1969
2. Malaria Eradication	July 1969

Science and Technology

1. Small and Medium Industry Development	Aug. 1974

*Distributed as a part of Attachment A of AIDTO CIRCULAR A 46, Jan. 8, 1969. Outdated but limited supply available.

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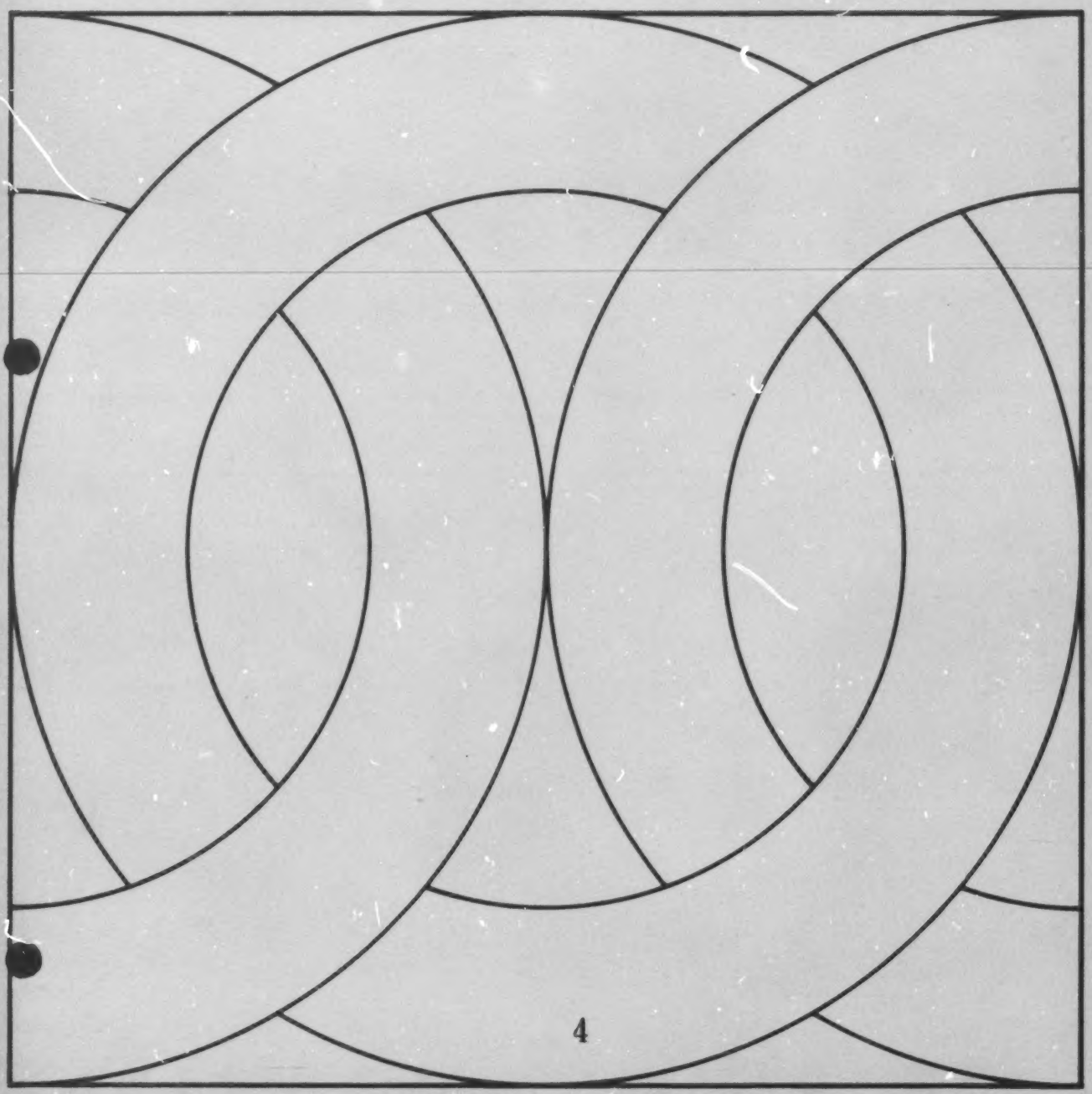
Non-Formal Education



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INTRODUCTION

While AID reports and documents are important elements in this bibliography, other materials covering the work of international agencies and various other organizations and individuals are included. This bibliography reflects a large measure of the experience which has been accumulated on programs in "non-formal education".

The Meaning of Non-Formal Education

Skills and knowledge are derived in part through formal education in primary and secondary schooling and higher education institutions. Unfortunately two-thirds of the developing world's school-age population and most of the adult population will never have the opportunity to benefit from formal schooling. Developing countries have neither the financial nor the human resources to extend formal education to those not now served. Even were such extension desirable the kind of formal schooling now offered would simply not be useful to the rural people who are the vast majority of LDC populations.

The methods and materials used in non-formal or out-of-school learning often do not require the high recurrent expenditures of traditional schooling. It can be carried out by para-professionals, by minimally trained peers using programmed instruction, by voluntary agencies, youth groups, religious organizations. It may use low-cost technologies such as radio, programmed texts, picture stories, or simulation games. Since non-formal education can be more immediately problem-oriented, it can be readily utilized to provide the knowledge and skills needed for improvement of life in rural areas.

In urban areas examples of non-formal education are found in apprenticeship or on-the-job training programs, work-related school programs, skills training through the military, or industrially supported programs.

Non-formal education is flexible, adaptable to local circumstances and changing needs, and to the convenience of the target group. It can be used for virtually any type of subject matter and learning objectives. It is free to try new and unconventional approaches. Programs can be designed to serve all people regardless of their age or educational background.

Non-formal education lends itself to interdisciplinary approaches and will draw increasingly on the experience and expertise in such areas as nutrition, health, agriculture, family planning, and industrial skill training as the non-formal mode of education is increasingly applied to meet human resource development needs.

In the past decade, most external assistance has been channeled into formal education, while non-formal education and training have been largely neglected. It would appear now that greater attention to non-formal education might be much more productive.

Developing the capacities of people is a life-time process, but by pinpointing and concentrating on their most urgent social and economic problems, their development should proceed at a faster pace. This bibliography has been prepared to assist the technician in this important task. Because the term non-formal may apply to every kind of instruction outside the formal education framework, it has been difficult to define and delimit the fields. It was decided that the most practical and useful guidance to the user would be to organize the bibliographic listings under the main headings of *Definition and Scope, Function, Delivery Systems, Target Areas,* and *Bibliographies.* Items dealing with non-formal teaching in the United States and other industrialized nations have been included if considered applicable in newly developing countries.

Acknowledgements

Recognition must be given to the assistance rendered by the many offices, bureaus, and departments of the Federal and State Governments, universities, and private agencies in connection with the development of this bibliography. Of particular significance were the contributions made by the Technical Information Staff, DM/ISD/RDM, and the cooperation of the A.I.D. Reference Center.

How to Use This Bibliography

a. The entries in this bibliography are listed alphabetically under five major categories and in accordance with the *Guide for Writing A.I.D. Bibliographies.* See the table of contents for these categories and the sub-categories under each.

b. There are three indexes in the back of the publication: Author, Publisher, and Organization; Geographic Area; and Subject.

c. The documents listed in the section, "Definition and Scope," at the beginning of this bibliography are regarded as being particularly important in providing orientation on non-formal education.

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PART I DEFINITION AND SCOPE

Administration and Finance

1. Zymelman, Manual, *Financing and Efficiency in Education.* 1973, 314 p. The Nimrod Press, 170 Brookline Ave., Boston, MA 02215.
   ARC Catalog No. 370.02 Z99

   This book provides decisionmakers with a clear idea of all the known methods for financing education, as well as their advantages and disadvantages. It also makes an understanding of the basic issues of increasing efficiency in education possible. The scope and organization of this book covers a survey of educational problems and solutions which may assist educationists in developing countries to see their particular problems in a larger perspective. With such an overview, educationists should be able to improve the decisionmaking process as it applies to the particular needs and goals of their country. This book covers two aspects of education finance: source of funds for education and the efficient use of resources in education.

Non-Formal Education

2. Ahmed, Manzoor, *Non-Formal Education: Problems and Prospects.* 1972, 23 p. International Council for Educational Development. Box 217, Essex, CT 06426.
   ARC Catalog No. 370 A286

   This paper was prepared for the American Association for the Advancement of Science–139th meeting, Washington, D.C., December 26-31, 1972. Interest is growing in non-formal education as a potential means of tackling the educational lags and deficiencies of the less developed countries. Because of this interest a major international research project is being carried on by the International Council for Education Development, focusing on the role and functions of non-formal education in achieving the goals of rural development in developing countries. For obvious reasons, the conclusions of this ongoing study cannot be reported at this time. There are a number of areas or concepts, which come to the fore, however, that are of concern to an increasing number of designers of educational programs, of both the formal and non-formal varieties. Some presented in this publication are:

   a. significance of non-formal education
   b. the major obstacle to progress in non-formal educational programs
   c. promising trends in non-formal education
   d. the outlook for non-formal education in the context of the development of the total education system

3. Axinn, George H., *Program of Studies in Non-Formal Education.* Study Team Report–Towards a Strategy of Interaction in Non-Formal Education. Undated, 130 p. Institute for International Studies in Education, College of Education, Michigan State University, East Lansing, MI 48824.
   ARC Catalog No. 370 A969a

The research which is reported here was part of a larger study at Michigan State University, sponsored by the U.S. Agency for International Development. This particular segment of that work was carried on by a group of graduate research assistants under the supervision of the senior author.

Considerable effort of the team was devoted to definition—both of non-formal education and of international interactions. With respect to each of these, the descriptive and categorization phase was followed by an analytic exercise and then an attempt to identify strategies.

After the definition and analysis on non-formal education, there is a chapter on strategies of non-formal education. Then some of the history of international interactions is traced, categories of such interactions are established, and there is a section on the strategy of international interactions.

4. Brembeck, Cole S. and Timothy J. Thompson, *New Strategies for Educational Development*. 1973, 219 p. Institute for International Studies, College of Education, Michigan State University, Lansing, MI. D.C. Heath and Company, Lexington, MA 02173.
ARC Catalog No. 370 B836

Three seminars on nonformal education were sponsored by the Southeast Asia Development Advisory Group (SEADAG), with financing from the Agency for International Development. The meetings were held in Washington, D.C., in May, 1971, and in Penang, Malaysia, and Seoul, Korea, in October of the same year. The Penang seminar was held jointly with the Southeast Asia Ministers of Education Organization (SEAMEO), whose Secretariat is in Bangkok. The Korean seminar was held in cooperation with the Central Education Research Institute, Seoul. All three seminars brought together leading American and Asian scholars and practitioners interested in nonformal education. Altogether over fifty papers were prepared for the three seminars. Fourteen of the seventeen chapters of this volume were selected from these papers.

This book is divided into five main topics covering nonformal education. These topics are:

a. The character of nonformal education
b. Locating educational function
c. Issues in planning nonformal education
d. Nonformal education and individual change
e. Comparative programs

They could be very helpful to anyone developing a segment of a nonformal education program.

5. *Ceres* FAO Review, Vol. 4 No. 3, May-June, 1971. United Nations, Rome, Italy.
ARC Catalog No. 309.2 F686

This issue of *Ceres* contains the following articles pertaining to Non-Formal Education:

Coombs, Phillip H., *Education on a Tradmill*, p. 23. Shows the obsolete nature of the content of current education, worsened by outmoded pedagogical methods.

Pearse, Andrew, Latin America: *With Good Intentions*, p. 26. Draws on sociological investigations made in four Latin American countries, arriving at the conclusion that the poor are the forgotten people of education.

Hutchinson, Joseph, *Beyond Agriculture*, p. 30. Views the rural exodus not as a calamity but a natural phenomenon closely linked with the improvement of agricultural production techniques.

Khoi, Thank Le, *Asia: In Search of a National Culture*, p. 34. Stresses the need to harmonize national culture with scientific knowledge in the educational systems of Southeast Asia.

Llaurado, Prats Javier, *Elites without Elitism*, p. 38. Makes a clear distinction between power elites and talent elites.

Colin, Ronald, *Africa: Education from Within*, p. 41. Declares that if the conflict inherent in every social undertaking is not resolved, what is "known" will remain estranged from what is "learned."

Freire, Paulo, *Knowledge is a Critical Appraisal of the World*, p. 46. This study leads us to question ourselves on the aim of knowledge. It shows that accumulation of technical knowledge can give immediate, evident results, but, unless the peasant's perception has been enriched by a critical attitude toward his environment and his relations with others, the attempt to educate him has failed.

6. Coombs, Philip H., *Opportunities in Non-Formal Education for Rural Development*. Undated, 29 p. International Council for Educational Development. P.O. Box 217, Essex, CT 06426.
ARC Catalog No. 370.19346 C775

The focus of this report is on non-formal education as we think of it today and on what practical steps might be taken in the near future to strengthen, create, and diversify non-formal educational activities as a major force for development—including linking them more effectively with the goals and development activities of formal education. The report is divided into 10 main topics:

Initial Definition and Unanswered Questions
Priority Areas for Action
Operationally Significant Features of Non-Formal Education
Tips for Planners of Non-Formal Education
Strengthening Agricultural Education
Promoting Small Non-Farm Enterprises
Skill Training for Rural Artisans and Craftsmen

Out-of-School Rural Youth
Enrichment of Family and Community Life
Postscript on General Strategy

7. Coombs, Philip H., *The World Educational Crisis: A Systems Analysis.* 1968, 241 p. Oxford University Press, Inc., 1600 Pollitt Drive, Fair Lawn, NJ 07410.
ARC Catalog No. 370.1933 C775
U.S. Department of State Library No. LA 132. C63

Most of the book deals with formal education. However, Chapter V, "Nonformal Education. To Catch Up, Keep Up, and Get Ahead," traces some of the history and background of out-of-school education. It cites the earlier work of Professor Harold Clark, Columbia University, who found there were three informal education systems: private business, military, and private voluntary organizations. Discusses scattered sponsorship and administration, major "shadow" systems of education, the needs of the developing nations for non-institutional education, and the common needs of all nations.

8. Grandstaff, Marvin, *Program of Studies in Non-Formal Education.* Study Team Reports - Historical Perspective on Non-Formal Education. Undated, 180 p. Institute for International Studies in Education, Michigan State University, East Lansing, MI 48824.
ARC Catalog No. 370 G754a

This volume is a report of inquiries and deliberations carried out under the general rubric of Historical Perspective within the Michigan State University Program of Studies in Non-Formal Education.

This is a summary of the aggregate deliberation of those who have been involved in the historical perspectives study. That task has been performed mostly by the principal investigator and, while it may not achieve the status of consensus, it does do justice to most of the issues and problems with which the participants grappled.

The chapter headings in this report are as follows:

a. Introduction
b. Non-Formal Education and an Expanded Conception of Development
c. Historical Patterns and Problems
d. Education and Cultural Evolution
e. Education and Cognitive Style
f. Non-Formal Education and the Structure of Civic and Economic Life
g. Forms of Technology and Learning Style
h. A Comprehensive View of Non-Formal Education: The Deschooling Vision of Ivan Illich
i. Paulo Freire and the Problem of Consciousness
j. Three Generalizations

9. Griffin, Willis H., *Community Experience as a Non-Formal Complement to Formal Education.* Undated, 16 p. Office of International Programs, Center for Development Change, University of Kentucky, Lexington, KY 40506.
ARC Catalog No. 370 G852

   In this paper the author discusses the following: (1) qualities of non-formal education which seem to complement those of formal education in preparing persons for development leadership responsibilities, (2) types of existing programs, (3) ways in which formal and non-formal education may profitably be linked, (4) a model for maximizing the potentials of the linkage, and (5) several examples of the model in action.

10. Harbison, Frederick H., *Human Resources as the Wealth of Nations.* 1973, 29 p. Chapter 4, "Nonformal Education and Training." Oxford University Press, 200 Madison Ave., New York, NY 10016.
ARC Catalog No. 370 H255b

    Chapter four of this book gives a very clear description of the functions of nonformal education. Also, it gives some very good examples of nonformal education and training, listed as follows:

    a. Learning Associated with the Work Environment
    b. SENA, a National Training Scheme in Colombia
    c. Village Polytechnic Schools
    d. Multipurpose Rural Training Centers
    e. Mobile Training Units

11. Hiratsuka, Masunori, *Non-Formal Education in Japan.* Undated, 17 p. National Institute for Educational Research of Japan, Tokyo, Japan.
ARC Catalog No. JA 370.0952 H668

    This article, dealing with Non-Formal Education in Japan, is divided into three main parts:

    a. Tradition and Background of Non-Formal Education
    b. Social Changes and Non-Formal Education
    c. Types of Non-Formal Education in Japan

    On the last two pages of the report there are statistics showing the opportunities for Non-Formal education in terms of the number of schools, courses, and classes organized for the year 1969. Enrollment figures also are given.

12. Hunter, John M., Michael E. Borus, and Abdul Mannan, *Program of Studies in Non-Formal Education.* Study Team Reports - Economics and Non-Formal Education. Undated, 193 p. Institute for International Studies in Education, Michigan

State University, East Lansing, MI 48824.
ARC Catalog No. 370 H945

This series of Team Reports is directed at knowledge building. The series consists of the final statements of nine teams of faculty members and research fellows, each working on a separate aspect of non-formal education for a sustained period of time. The reports range widely over non-formal education. They deal with its history, its categories and strategies, economics, and learning. Other reports make comparisons among country programs, survey case studies, examine the feasibility of designing non-formal education models, look at administrative alternatives, and draw plans for participant training in non-formal education.

In line with knowledge building, the papers in this series are conceptual in nature. In the pursuit of knowledge, however, an effort has been made to keep one question in mind: what assistance does this knowledge provide to those whose primary concern is with action—the planning and implementing of non-formal education at the level of practice? That question isn't easily answered. At best, knowledge in this area is partial, and it needs the experience dimension to make it more complete.

This report is divided into two main parts:

Economics Perspective on Non-Formal Education
Trends and Issues in the Economics of Non-Formal Education

13. Hwang, Chien-hou, *Non-Formal Education in Taiwan.* Undated, 12 p. Department of Educational Psychology, National Taiwan Normal University, Taipei, Taiwan.
ARC Catalog No. TW 370.095149 H991

In this paper, the author describes briefly some of the existing programs in non-formal education in the Republic of China. These programs are grouped into three main categories with important features of each discussed. The programs are listed as follows:

a. Supplementary Educational Programs
b. The Mass Media
c. Other Non-Formal Educational Programs, such as, Organized Group Activities, Recreational Programs, and Folk Customs and Community Activities.

In conclusion, the author stresses that educational programs, both formal and non-formal, have the responsibility of developing the capabilities of an individual and fostering a wholesome society.

14. Junid, Yusof bin, *Role of the Ministry of Education in Non-Formal Education in Malaysia.* 1971, 6 p. Ministry of Education, Kuala Lumpur, Malaysia.
ARC Catalog No. MY 370.09595 J95

This paper was presented at the SEAMEO/SEADAG Seminar on Non-Formal Education. It includes an explanation of the roles the Ministry of Education played in the development of the non-formal education programs before and after independence.

The author also gives an account of the types of non-formal education programs that are now being offered under the Further Education Branch, which is a part of the Ministry of Education.

15. King, Jane, *Planning Non-Formal Education in Tanzania.* African Research Monograph No. 16. 1967, 49 p. International Institute for Educational Planning, UNESCO, 7 rue Eugene-Delacroix, Paris 16.
U.S. Department of State Library Catalog No. AS4 U514. No. 16
ARC Catalog No. TZ 370.09678 K53

Reports on how one country, Tanzania, has undertaken significant activities in the realm of non-formal education and draws conclusions on how any developing country can consider similar practical programs for the productive use of educational resources outside the formal system for national development. Analyzes the logic and describes the motivation for extending educational planning beyond the schools and universities to include such development-oriented activities as special training for farmers and industrial workers, in-service training for teachers and civil servants, and work-related literacy programs.

16. *Lifelong Education in Indonesia.* 1971, 19 p. Office of Educational Development, Department of Education and Culture, Djakarta, Indonesia.
ARC Catalog No. ID 370.0991 I41

This report was prepared for the Seminar on Nonformal Education in Southeast Asia, Penang, Malaysia, October 11-14, 1971.

The purpose of the report was to indicate the current state of thinking and to describe planning stages in the development of lifelong education. The contents include primarily (the state of) planning at the department level and to a lesser extent at the provincial level. It includes the concept and strategy of lifelong education both short-term and long-term considerations, involving adult education, and integration of in-school and out-of-school activities.

17. McCall, W. Steen, *Non-Formal Education: A Definition.* 1970, 8 p. Office of Education and Human Resources, Bureau of Technical Assistance, AID/Washington.
ARC Catalog No. 370 M 122

This paper was prepared to help guide AID planners by analyzing the various concepts of non-formal education. McCall describes formal education as pertaining to the regular, graded school system, whereas non-formal education refers to the entire range of learning experience outside of the regular, graded school system. He indicates that

in most developing countries non-formal education's role in generating skills, influencing attitudes, and moulding values is of equal if not greater importance than formal schooling.

18. Nathalong, Ekavidya, *In-And-Out-Of-School Alternatives: A Search for New Possibilities.* 1972, 16 p. Ministry of Education, Bangkok, Thailand.
ARC Catalog No. TH 370.09593 N274

The author deliberately avoids joining in the current crusade against established educational systems but instead proposes alternative measures. These are founded within the socio-economic and cultural context of Southeast Asia. The proposals are submitted in two parts, namely, in-school alternatives and out-of-school alternatives. This article would be very helpful as background information for anyone having the responsibility to develop non-formal education programs.

19. Niehoff, R. O. and Bernard Wilder. *Observations, Learning and Reflections on Non-Formal Education–Derived from the Ethiopian Country Study of Education.* 1973, 56 p. Center for International Programs, Michigan State University, East Lansing, MI 48823.
ARC Catalog No. ET 370.0963 N666a

In October 1971 the Education Sector Review was launched in Addis Ababa under the direction of Dr. Abebe Ambatchew, with the following responsibilities:

a. To analyze the education and training system of Ethiopia
b. To suggest ways to improve and expand the education training system in order to achieve objectives relevant to both society and to the overall development of the country
c. To propose ways in which education could best be utilized to promote national integration
d. To identify priority studies and investments in education and training

This sector review was undertaken by fourteen task forces and five small working groups concerned with all aspects of education. After a short period of time many of the task forces began to deal with aspects of non-formal education. The initial activity focused largely on the assembly of data and evaluative material in context to the frame of reference of the sector review.

This report contains a partial grouping of suggestions and recommendations that would be helpful in developing non-formal education programs.

20. *Program of Studies in Non-Formal Education - Discussion Papers Number 1.* 1973, 59 p. Institute for International Studies, College of Education, Michigan State University, East Lansing, MI 48823.
ARC Catalog No. 370 G754

Paper number one, written by Marvin Grandstaff, is *Non-Formal Education and an Expanded Conception of Development.* The author divides the paper into seven main topics. These are:

a. Introduction
b. Limitations and Qualifications
c. Commonplace Construction of Development
d. The Need for Conceptual Reconstruction
e. Reconstructing the Concept of Development Education
f. Possible Directories for Non-Formal Education
g. Summary

The author suggests that one possible way to "target" inquiries into non-formal education is to relate the concept of non-formal education to the concept of development.

In the summary, it is pointed out that the most important thing is not the acceptance of a single focusing strategy but rather the acceptance of the fact that some focus is needed if non-formal education is to be a useful concept.

21. *Program of Studies in Non-Formal Education - Discussion Papers Number 2.* 1973, 46 p. Institute for International Studies, College of Education, Michigan State University, East Lansing, MI 48823.
ARC Catalog No. 370 M624b

Paper number two is entitled *Non-Formal Education: The Definitional Problems* and is divided into three main parts. These are:

a. "Toward a Conceptual Definition of Non-Formal Education," written by Russel J. Kleis, Charles L. Lang, John R. Mietus and Fis T.S. Trapula.
b. "Non-Formal Education: Problems and Promises," written by Ted Ward and John Dettoni.
c. "An Operational Approach to the Definition of Non-Formal Education," was excerpted from an Interim Report, "Planning for Non-Formal Education."

In the first article the author goes to some length in attempting to state clearly an operational definition of non-formal education. He also points out some unique characteristics of non-formal education.

In the second article, the author states the problems confronting non-formal education and makes suggestions as to what non-formal education promises to its practitioners and leaders.

The third article cites important factors that must be considered in developing and implementing non-formal education programs in underdeveloped countries.

22. *Program of Studies in Non-Formal Education - Discussion Papers Number 3.* 1973, 46 p. Institute for International Studies, College of Education, Michigan State University, East Lansing, MI 48823.
ARC Catalog No. 370 A969

Paper number three entitled, *Non-Formal Education and the Structure of Culture,* is divided into two main parts. The first is "Modes of Intervention," authored by George H. Axinn and William J. Kieffer. The second is "Educational History and Non-Formal Education: A Methodological Strategy," written by Marvin Grandstaff.

In the first article the authors state that there are at least two very different approaches to an international or a crosscultural intervention in education. The first type of intervention discussed in the paper is described as the technical assistance/institution building approach. The other type of intervention discussed is the exploration and discovery approach. The authors build a strong case for the latter approach as a means of understanding the cultural background of an LDC, necessary in developing a non-formal education program.

In the second article the author discusses how education should be defined and studied and, finally, how non-formal education fits into the total educational picture.

23. *Program of Studies in Non-Formal Education - Discussion Papers Number 4.* 1973, 25 p. Institute for International Studies, College of Education, Michigan State University, East Lansing, MI 48823.
ARC Catalog No. 370 B836a

Paper number four entitled, *Non-Formal Education as an Alternative to Schooling,* is divided into two main parts. The first part, "The Strategic Uses of Comparative Learning Environments," was written by Cole S. Brembeck; and the second part, "Systemic Capacity as a Problem in the Design of Alternatives to Formal Education," was written by Marvin Grandstaff.

The first paper inquires into the comparative characteristics of two types of learning environments as a means of assessing their capacities to produce educational outcomes. The types of learning environments discussed are formal and non-formal.

The second paper discusses in a very abstract fashion the issue of systematic capacity as it pertains to alternatives to formal education. In building a case to support this issue, the author makes three assumptions. These are:

a. Schooling is a limited and finite model of education.
b. It is possible to construct systematic designs for alternatives to schooling.
c. Analysis and design of alternatives must not make a tacit incorporation of the schooling model.

24. Sudarmadi, S., *Nonformal Education in Indonesia.* 1971, 7 p. Office of Educational Planning, Department of Education and Culture, Djakarta, Indonesia.
ARC Catalog No. ID 370 S943

This is a country report that was presented at the Seminar on Non-Formal Education in Penang, Malaysia, October 11-14, 1971. This report provides a brief resume of the policies and objectives, the administrative structure, the programs, method of evaluation and research, and new developments and trends of nonformal education in Indonesia. The last section of the report lists some major problems of development as related to nonformal education programs.

25. Suhr, Myong Won, *Adult Education Programs in Korea.* 1971, 16 p. College of Education, Seoul National University, Seoul, Korea.
ARC Catalog No. KS 374.95195 S947

This paper gives a brief history of adult education in Korea. In addition, it gives the present status of adult education and points out reasons for some of the unsatisfactory aspects. Finally, it lists several remedial strategies with prospects for the future.

Total Learning System

26. Faure, Edgar and others, *Learning to Be - The World of Education Today and Tomorrow.* 1972, 313 p. United Nations Educational, Scientific, and Cultural Organization, Place de Fontenoy, 75700 Paris, France, and George G. Harrap & Co. Ltd., 182-184 High Holborn, London, WC1V7AX.
ARC Catalog No. 370 F265a

This book is the collective effort of the International Commission on the Development of Education, established by UNESCO, whose membership is as follows:

Edgar Faure (France), Chairman, former Prime Minister and Minister of Education.
Professor Felipe Herrara (Chile), University of Chile, former president of the Inter-American Development Bank.
Professor Abdul-Razzok Kaddaura (Syria), Professor of Nuclear Physics at the University of Damascus.
Henri Lopes (People's Republic of the Congo), Minister of Foreign Affairs, Former Minister of Education.
Professor Arthur V. Petrovsky (U.S.S.R.), Member of the Academy of Pedagogical Sciences of the U.S.S.R.
Majid Rahnema (Iran), former Minister of Higher Education and Sciences.
Frederick Champion Ward (United States of America), Advisor on International Education, The Ford Foundation.

This book, although prepared by the commission composed of eminent persons differing in culture and professional background, has given an account of present day education and defined a global conception of education for tomorrow.

It is divided into three main parts. Part one deals with (1) The Question of Education, (2) Progress and Dead Ends, and (3) Education and Society. Part two deals with (1) Challenges, (2) Discoveries, and (3) Goals. Part three deals with (1) Towards a Learning Society, (2) Elements for Contemporary Strategies, and (3) Roads to Solidarity.

The book has not been confined only to reflections upon education, but it has led also to practical recommendations which could provide guidelines for action by any agency given the responsibility to develop education programs.

27. Huberman, A.M., *Understanding Change in Education: An Introduction.* 1973, 99 p. United Nations Education, Scientific and Cultural Organization, 7 Place de Fontenoy, 75700 Paris, France.
ARC Catalog No. 370 H877

This study attempts to sum up the present knowledge of the process of innovation in education. It is, in part, synthesis; and the author points out that he has depended heavily on the American sources which make up the bulk of the writings explicitly concerned with innovation.

The study is more than a literature survey. In order to provide a guide to the subject, Mr. Huberman examines at some length the concepts of innovation. The changes that occur in education may be small or large; in a given system, the change may be the adoption of some practice already used elsewhere—so that an innovation is not necessarily an invention.

The greater part of the study is concerned with the mechanism of innovation. This analysis leads finally to the setting out of three models which can, each of them, be used to account for the way certain innovations take place: research and development; social interaction; and problem solving.

The concluding part of the study contains some penetrating remarks on the problem of evaluation.

The table of contents includes the following:

a. Definitions: types, sources, and processes of innovation
b. Individuals, groups, institutions, cultures; an overview of the agents involved in change.
c. System and process: the major variables
d. Characteristics of resisters and innovators
e. Traits and functions of innovative institutions

f. Planning and executing change
g. Evaluating innovations
h. Summary and conclusions

28. Lengrand, Paul, "Perspectives in Lifelong Education," an article in the *UNESCO Chronicle,* Vol. XV, No. 7-8, July-August, 1969, p. 251-259. UNESCO Publications Center, P.O. Box 433, New York, NY 10016.
ARC Catalog No. 374 L566

Prepared by a member of the Department for the Advancement of Education, UNESCO, this article is an analysis of some of the implications of lifelong education and the need to develop a new style of real education especially in the emerging nations. It also emphasizes the need for training which will allow people to rise to their full stature and devote all their energies to new solutions when they are discouraged and frustrated while their views and theories are contracdicted by the course of events.

29. Lister, Ian, "The Concept of Deschooling - A British View." *Education and Culture,* Number 19. 1972, p. 3-8. Europa Union Verlag 53 Bonn, Postfach 643, Federal Republic of Germany.
ARC Catalog No. 370 L773

This article is divided into four main parts:

a. *Concept of Deschooling* - In this section the author explains what is meant by the "Schooled Society," as opposed to the informal and incidental education received from life and experience. Also, the deschooling concepts of Paul Goodman, Ivan Illich, and Everett Reimer were introduced, along with two major weaknesses of these concepts, which need to be taken into account in any consideration of deschooling and educational planning.
b. *Present Policy Development in British Secondary Education* - This part gives an explanation of what is being done to update and improve the British Secondary Education Programs.
c. *Alternatives* - General guidelines for alternative programs are discussed in this section.
d. *Towards the Future* - The final paragraph outlines the strategy required for implementing the kind of changes necessary that would make lifelong learning a reality and create an educative society.

30. Niehoff, Richard O. and Bernard D. Wilder, *Program of Studies in Non-Formal Education.* Study Team Reports, Non-Formal Education in Ethiopia. Undated, 347 p. Institute for International Studies in Education, College of Education, Michigan State University, East Lansing, MI 48824.
ARC Catalog No. ET370.0963 N666b

This document describes and puts into context the total educational system of Ethiopia which includes the principal educational activities, presently underway, projected outside of the formal school system. The term "non-formal" is currently being used to describe educational activities of this type.

The main topics covered in this book are:

a. Observations, Learnings, and Reflections on Non-Formal Education Derived from the Ethiopian Country Study of Education
b. The Ethiopian Education Sector Review
c. Non-Formal Education in the Country Context
d. Non-Formal Education in the Rural Sector
e. Literacy Programs
f. Proposals under Consideration or in Early Stages of Implementation for Rural Development in Ethiopia

31. Rogers, Everett M., *Diffusion of Innovations.* Contract No. AID/csd-735. 1962, 367 p. Prepared for AID/Washington. Michigan State University. Free Press of Glencoe, IL 60022.
ARC Catalog No. 301.24 R725

Shows that traditional vs. modern orientations in a particular community or subculture affect adoption rates markedly. Greater personal innovativeness is associated with "cosmopoliteness" (the result of experience in more than one social system). Emphasizes the characteristics of inventions that made them more or less acceptable, such as relative advantage, compatibility, complexity, divisibility, and communicability. Lists stages in adoption: awareness, interest, evaluations, trial and adoption.

32. Rogers, Everett M. and F. Floyd Shoemaker, *Communication of Innovations.* 1971, 475 p. The Free Press, a Division of the Macmillan Company, 866 Third Avenue, New York, NY 10022.
ARC Catalog No. 301.24 R725a

In this edition, the authors attempt to highlight crosscultural similarities, as well as differences, in the diffusion of innovations. In comparison to the first edition, *Diffusion of Innovations,* this edition has, to a far greater extent, integrated diffusion research with the scientific study of human communication. This book stresses communication concepts and frameworks in the analysis of the diffusion process. The first edition referred to only a few investigations that had been conducted in less developed countries. As a result the author could only hypothesize about the crosscultural validity of diffusion generalizations derived from investigations in the United States.

PART II FUNCTION

Agricultural Extension Training

33. *Better Farming Series.* English Edition, 1970. Food and Agricultural Organization of the United Nations, Rome.
ARC Catalog No. 630.715 F686

Twenty-three titles have been published in this series, designed as handbooks for intermediate level agricultural education and training. These manuals were originally published in French by the Agri-Service-Afrique of the Institut Africain pour le Developpement Economique et Social (INADES) in 1967. They were prepared for use in group instruction or individual study. In simplified English with basic diagrammatic illustrations, the information should be readily understood by new literates in the developing countries.

The Way to Work: The Living Plant. 27 p.
The Plant - The Root 30 p.
The Plant - The Stem 18 p.
The Plant - The Leaf 30 p.
The Plant - The Flower 31 p.
The Soil - Man and the Soil 24 p.
The Soil - How the Soil Is Made Up 32 p.
The Soil - The Living Soil - Working the Soil 24 p.
The Soil - Working the Soil (continued) 30 p.
The Soil - Conserving the Soil - Improving the Soil 30 p.
Animal Husbandry - Introduction 28 p.
Animal Husbandry - Feeding Animals 32 p.
Animal Husbandry - Looking after Animals - How Cattle Reproduce 31 p.
Animal Husbandry - What Cattle Produce 24 p.
Keeping Chickens 48 p.
Food Crops 56 p.
Market Gardening 56 p.
The Oil Palm 40 p.
Groundnuts 40 p.
Upland Rice 30 p.
Wet Paddy or Swamp Rice 40 p.
Cocoa 32 p.
Coffee 36 p.

34. Bradfield, D.J., *Guide to Extension Training.* 1966, 170 p. Food and Agricultural Organization of the United Nations, Rome. UNIPUB, Inc., P.O. Box 433, New York, NY 10016.
ARC Catalog No. 630.715 B799a

The aim of this manual is to provide a guide for the pre-service and in-service training of agricultural extension personnel. It should also be useful to community development workers, home economists, health education personnel, and others who can utilize extension techniques in their work. Contains chapters dealing with nutrition, extension principles, extension as an educational force, social and cultural factors in extension, planning and evaluation of extension programs, programs for young people, and the role of farm institutes and district training centers.

35. *A Extensao Rural No Brasil (Rural Extension in Brazil).* 1970, 130 p. Associacao Brasileirade Credito e Assistencia Rural, Rio de Janeiro, Brasil.
ARC Catalog No. BR 630.715 A849

This profile of rural extension in Brazil starts with the history and implementation of the concept in various parts of the world, describing the origin of the system in Brazil, methodology adopted, and contribution to the process of national development. (In Portugese)

36. *Fifty Years of Cooperative Extension, 1914-1964.* Undated, 12 p. Federal Extension Service, U.S. Department of Agriculture, Washington, DC 20250.
ARC Catalog No. US 630.715 N818.

A capsule history of the origin and development of the agricultural extension service in the U.S., its role in improving farm output to its present capacity through depression and the war years, and the efficacy of the demonstration technique in propagating agricultural information and education.

37. *Food for Families: Suggestions for Trainer-Agent.* No. PA 743. 1966, 26 p. Division of Home Economics, Federal Extension Service, U.S. Dept. of Agriculture. For sale by Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
ARC Catalog No. 641.107 C998

This pamphlet contains instructional outlines for use in training underprivileged families in the choice, purchase, use, and preparation of food to improve family meals within the context of differing needs and situations.

38. *Guide for Village Workers.* 1955, 57 p. Government of India. Office of International Extension, United States Department of Agriculture, Washington, DC 20250.
ARC Catalog No. 630.715 I39

This manual tells how to use four basic extension principles and 21 teaching methods for best results. The information, which is based on successful experiences in India, can be applied in any country. The manual makes generous use of graphics throughout the study.

39. Kivlin, Joseph E. and others, *Communication in India: Experiments in Introducing Change*. Research Report No. 15. 1968, 56 p. Michigan State University and the National Institute of Community Development, Hyderabad, 30, India.
ARC Catalog No. IN 301.24 K62.

This is the third Indian report on the Diffusion of Innovations Project carried out by Michigan State University under a grant from AID/Washington to measure the results of communication treatments designed to promote adoption of innovations in agriculture, health, and family planning. Discussed are the background of village surveys, the analysis-knowledge trial and adoption stages of practices, and analysis-variables associated with adoption. The media used in promoting the adoption of practices were radio farm forums and literacy classes, with the former proving to be the more effective method.

40. Lee, Byung Choom, *Agriculture Development and Rural Guidance Work in Korea.* Undated, 14 p. Office of Rural Development, Seoul, Korea.
ARC Catalog No. KS 630.715 L477

The contents of this article provides the reader with the following information:

a. Objective of Rural Guidance
b. Characteristics of Rural Guidance Work
c. Brief History of Rural Guidance Work
d. The Role of Rural Guidance Work to Develop Agriculture
e. Prospect of Guidance Education

In the summary, it is pointed out that through a well-structured rural guidance program, farm income can be greatly increased.

41. Lee, Jil-Hyun, *Economic Value of Korean Farmers' Education.* Undated, 18 p. College of Agriculture, Seoul National University, Seoul, Korea.
ARC Catalog No. KS 370.19346 L478

This study shows that farmers through education can increase their resource productivity and consequently raise their income. This is based on the assumption that the economic results of farming are varied, positively, with the capacity of the farmers to make improved managerial decisions through education, training and experience.

42. Mahmud, Abu Bakar and Abdullah bin Ujang, *Problems and Prospects of Agricultural Extension Programmes in Malaysia.* 1971, 18 p. Penang, Malaysia.
ARC Catalog No. MY 630.715 M215.

This paper was prepared for the SEAMEO/SEADAG Seminar on Non-Formal Education held in Penang October 11-14, 1971. The authors discuss some of the current problems of agricultural extension and its prospects in Malaysia. The

discussion refers to agricultural extension programs in West Malaysia and covers the following subtopics:

a. Types of Extension Programs
b. Problems of Agricultural Extension
c. Problems of the Rural Community

43. Stevens, Lorene, *Home Economics in Jordan's Agricultural Extension Program.* Project No. 78-11-042. 1960, 33 p. USOM/Amman, Jordan.
ARC Catalog No. JO 640.714 S844

This is a well-illustrated report by the Home Economics Advisor in training leaders to help the people of more than 600 villages to help themselves make their homes and villages better places to live. Includes sections on clothing, foods and nutrition, handicrafts, nursery schools, agriculture, club work, and participant training.

44. Strow, Helen and Amy Cowing, *Seeing is Believing: How to Conduct Convincing Demonstrations.* 1960, 12 p. Division of Extension Research and Training, Federal Extension Service, U.S. Department of Agriculture, Washington, DC 20250.
ARC Catalog No. 630.715 S925b (Revised 1974)

This illustrated booklet shows how a well-planned lecture-demonstration program can, according to the authors, succeed anywhere in the world. Sample pictures are from actual USAID programs in the Near East, South Asia, and the Far East.

Business Training

45. Fritsch, William R., *Progress and Profits: The Sears Roebuck Story in Peru.* 1962, 80 p. Action Committee for International Development, Inc., 1500 Massachusetts Avenue, N.W., Washington, DC 20005. Out of print; available only in A.I.D. Reference Center.
ARC Catalog No. PE 338.0985 F919

A story of American industry investing in Latin America and the contribution of U.S. private firms (eight Sears stores in particular) to international development. One chapter describes the training of Peruvians eventually to take over the jobs of the Americans in the stores.

Civic Education

46. Haviland, H. Field, *Civic Education Programs in the Less Developed Countries.* 1970, 56 p. Prepared for the AID-sponsored Seminar on Civic Education and Development, Fletcher School of Law and Diplomacy, Tufts University, Medford, MA 02155.
ARC Catalog No. 370 S471c

The civic education system in Chile is examined in detail, and supplementary references are made to India and Ghana. The author gives his suggestions as to how "to prepare citizens, at various levels of sophistication, to participate effectively in the civic system of their society." Civic education in primary, secondary, and university institutions is examined. Additionally, other channels of civic education are discussed. These include the role of the economic elite, organized labor, the poor, political parties, and government.

47. *Local Government Training.* 1968, 134 p. Public Administration Division, Department of Economic and Social Affairs, United Nations, New York, NY 10017.
ARC Catalog No. 352.0007 U58

A comparative analysis of local government training programs in the developing nations for use by officials in organizing training of government employees at the local level. This document supplements "The Handbook of Training in the Public Service" (UN Sales No. 66.II. H.L) and contains chapters on overall training, training for principal classes of personnel, training of elected village council members, and use of correspondence studies. There is a final chapter on problems of method and operation which discusses briefly a number of non-formal methods of training.

Diffusion of Innovations

48. Meierhenry, W. C., ed., *Media and Educational Innovation.* 1964, 445 p. Department of Adult and Continuing Education, University of Nebraska Press, Lincoln, NB 68508.
ERIC Order No. ED 003 134
ARC Catalog No. 371.33 M511

This symposium was concerned with identifying techniques and principles for gaining acceptance of research results. Papers were presented on methods of promoting educational innovation, the diffusion of research findings and the role of audio-visual media in fostering change in education.

Industrial Training

49. Banta, Trudy W., and others, *Job-Oriented Programs for the Disadvantaged: Schools and Industry Cooperate.* 1969, 32 p.
ERIC Order No. ED 034 085
ARC Catalog No. US 331.2592 B219

The booklet provides a brief description of relatively unknown non-formal type programs and classifies them by target population, type of sponsoring company, organization, and state. It is based on the synthesis and analysis of data from questionnaires completed by the participating school and business personnel directing their programs.

50. Brown, John Anthony and Charles T. Stewart, *Report on Survey of Brazil Concerning the Need for Industrial Development Training.* 1964, 65 p. Council for International Progress in Management, Inc., 845 Third Ave., New York, NY 10022.
ARC Catalog No. BL 338.981 C855

A survey of Brazil's resources of raw materials, labor, management and capital with the aim of providing guidelines to strengthen and enlarge the role of private enterprise in economic development and to facilitate the development of indigenous industries. Outlines training requirements and assesses the capabilities of universities and other training organizations to meet these needs. Gives a plan of action for a comprehensive manpower development program.

51. "What Companies Are Doing in Employee Training." *CLA Intercambio,* Vol. 4, No. 1. 1968, 12 p. Published by the Council for Latin America, 680 Park Ave., New York, NY 10021.
ARC Catalog No. LAT 331.86 C855

Issue devoted to a summary of part of a graduate thesis (University of Pittsburgh) by Leon Weintraub, titled "A Role for Private Enterprise in Foreign Assistance: Development of a Skilled Labor Force." Types of training are briefly described and classified under the headings: Sales and Marketing, Administration and Management, Accounting, Technical, and General. Names of companies giving the training are not included.

Management Training

52. Dietrick, Robert C., Louis C. McAnly and James W. Quigg, *Report of Management Training Specialists' Team: Brazil.* Contract No. PIO/T 512-40297. 1964, 48 p. Prepared for AID/Washington by the Council for International Progress in Management, Inc., 845 Third Ave., New York, NY 10022.
ARC Catalog No. BL 658 C855

Report of three specialists working on developing management training programs in 15 cities in Brazil. Topics emphasized are: controls for top management, planning, production control, quality control, materials control, methods study, work simplification, plant layout, manufacturing costs, accounting, purchasing, and marketing.

53. *The Effectiveness of I.L.O. Management Development and Productivity Projects: Report and Conclusions of a Conference (Geneva, 23 Nov.-5 Dec. 1964).* 1965, 129 p. International Labour Office, Geneva, Switzerland.
ERIC Order No. ED 017 804.
ARC Catalog No. 658.5 I61c

This report concerns the International Labor Organization's efforts in providing expert help and advice on good management to about thirty countries through special

projects, each introducing good management practices. The report also describes structures, project strategy, and problems observed, and includes case studies on the effectiveness of management practices.

54. Livingston, Sterling. "Myth of the Well-Educated Manager: There Is No Direct Relationship Between Performance in School or Training Programs and Records of Success in Management." *Harvard Business Review*, Vol. 49, No. 1, January-February 1971. Subscription Service Department, 108 Tenth Street, Des Moines, IA 50305.
ARC Catalog No. 658.007 L786

The author, a professor of business administration, Harvard Business School, discusses the inability of formal management education programs in both universities and industry to develop explicitly the traits, knowledge, and skills that are essential to career success and leadership. He explains how many crucial managerial tasks, like coping with human emotions, must be learned on the job. The main reason many highly educated men do not build successful managerial careers is that they are not able to learn from their own firsthand experience what they need to know to gain the willing cooperation of other people

55. *Management Development, Number 1. Current Information Sources.* November 1967, 15 p. ERIC Clearinghouse on Adult Education.
ERIC Order No. ED 013 430
ARC Catalog No. 016.658 S995

This document is a collection of 28 indexed items with annotations. It deals with subjects on human relations and leadership training, program planning and evaluation, and company- and university-sponsored programs.

56. *Management Program in Municipal Administration for Local Government Officials of Venezuela.* Contract No. AID/la-231. November 1964, 11 p. Prepared by the International Public Administration Center, School of Public Administration, University of Southern California, for AID/Washington.
ARC Catalog No. VE 352.000987 U58

A report on a program of management training in local government administration for two groups of Venezuelan political leaders from local government district councils at the Civic Center Campus of the University in Los Angeles from August 3 through October 17, 1964. Describes non-formal training during visits to numerous American municipal governments, development organizations, health offices, public works, the United Nations in New York, and AID/Washington.

Skill Training

57. Hubbell, Robert L., *Training Ideas From Anti-Poverty Program for Use Overseas.* April 1968, 18 p. Foreign Affairs Research Documentation Center, Office of External

Research, Room 8642, U.S. Department of State, Washington, DC 20520.
Order No. FAR 6447.
ARC Catalog No. 374.013 H876.

A case study presented to the Senior Seminar in Foreign Policy, 10th Session, 1967-1968, which compares the similarity of trained manpower shortages in the U.S. with lack of skilled workers in the developing nations. It describes the work of the Job Corps and other organizations in training young people and how much of this experience can be used in international development where formal schooling is lacking.

58. Vent, Myron H., *Opportunities Industrialization Centers; A Case Study*. 1971, 15 p. Education and Human Resources, Bureau for Technical Assistance, AID/Washington.
ARC Catalog No. GH 331.86 A265

This case study describes how the project got started, its initial objectives, sources of support, the group to which it was directed, basic nature of the training program, the elements that contributed to its success, its spread to other cities in the United States, and subsequently overseas to Ghana and Nigeria. Courses offered at the Centers number over 200, ranging from clerk-typing to computer maintenance. The best centers include programs of recruitment, orientation, testing and assessment, basic remedial education, skill training, counselling, placement, and follow-up.

Social Change

59. Arensberg, Conrad M. and Arthur H. Niehoff, *Introducing Social Change: A Manual for Americans Overseas*. 1966, 235 p. The Aldine Publishing Company, 320 West Adams Street, Chicago, IL 60606.
ERIC Accession No. ED 016 940.
ARC Catalog No. 301.2 A681

The manual presents anthropological concepts which should interest every American working overseas. It treats both planned and unplanned social change in developing countries and discusses American cultural values and assumptions that affect interaction between overseas change agents and members of other societies.

60. Arensberg, Conrad M. and Arthur H. Niehoff, *Technical Cooperation and Cultural Reality*. 1963, 152 p. Aldine Publishing Company, 529 South Wabash Avenue, Chicago, IL 60605.
ARC Catalog No. 301.24 A681

Prepared by two leading American anthropologists, this study deals with cultural differences in the developing countries and explains how understanding can spell the difference between success and failure of newly introduced technical ideas. Contains chapters on the concept of culture (biological drives, culture and race, environment, social organization, etc.), cultural change, planned change, the underdeveloped areas,

American cultural values, and field problems. There is a bibliography listing 42 items. The Aldine version contains an appendix listing over 100 case studies of socio-economic change projects.

61. Niehoff, Arthur H., *A Casebook of Social Change: Critical Evaluations of Attempts to Introduce Change in the Five Major Developing Areas of the World.* 1967, 305 p. Aldine Publishing Company, 320 West Adams St., Chicago, IL 60606.
ARC Catalog No. 301.2 N666

    Each of nineteen case histories of actual efforts at innovation is analyzed in the context of a socio-cultural concept of change, emphasizing the principles and factors of change. They illustrate the specific problems facing American change agents, exemplify the technique of the innovator, the motivations of potential recipients, and the reactions of these recipients due to local cultural patterns and values. Land reform, community development, health, family planning, cooperatives, and literacy are discussed.

62. Smith, William A., *Concientizacao and Simulation/Games: Technical Note No. 2.* 1973, 25 p. Center for International Education, School of Education, University of Massachusetts, Amherst, MA 01002.
ARC Catalog No. EC 370.09866 E92

    This note briefly reviews certain aspects of the philosophy of Paulo Freire and relates them to the instructional methodology of simulation/gaming. The author attempts to show how simulation/games can be used to support many of Freire's concepts of promoting a student-educator relationship based upon mutuality, by placing emphasis on complex social reality as the legitimate content of education and by increasing the student's opportunity to participate actively in the learning process.

PART III DELIVERY SYSTEMS

Communications Media

63. Cheney, Martha A. and others, *Evaluation of TV Series "Beginning Sewing,"* Albany Area, New York Cooperative Extension. Special Report No. 24, 1969, 39 p. College of Home Economics, Cornell University, State University of New York, Ithaca, NY 14850.
ERIC Order No. ED 029 199
ARC Catalog No. US 646.2 C518

    This study is about the effectiveness of a TV series with participants whose average showed 44.1 years of age, 21.3 years of marriage, 3.8 children, and 12.2 years of schooling.

64. Lawrence, Robert de T., *Rural Mimeo Newspapers: A Guide to the Production of Low-Cost Community Papers in Developing Countries.* 1965, 42 p. UNESCO

Publications Center, P.O. Box 433, New York, NY 10016.
ARC Catalog No. LB 070 L422

A how-to-do-it booklet on writing and printing of local news by mimeo press, using existing educational talents in the towns and villages. Emphasizes the low cost and economic income factors. Describes a project in Liberia that resulted in establishing 30 self-help papers. Tells how other countries can establish similar programs and gives detailed instructions for beginner publishers, editors, writers, and printers. A brief summary of this booklet is included in *Development Digest*, Vol. VIII, No. 4, October 1970, p. 24-32.

65. Mendelsohn, Harold and others, *Operation Gap-Stop: A Study of the Application of Communications Techniques in Reaching the Unreachable Poor.* Final report, Vol. II. February 1968, 218 p. Communication Arts Center, Denver University, Denver, CO 27010.
ERIC Accession No. ED 024 816
ARC Catalog No. US 374.973 M537

This is a study of the application of communications techniques in reaching the unreachable poor. It includes questionnaire and promotional material used to conduct the project.

66. Myren, D. T., ed., *First Interamerican Research Symposium on the Role of Communications in Agricultural Development.* 1964, 163 p. Rockefeller Foundation, Apartado Postal 6-641, Mexico City, Mexico.
ARC Catalog No. LAT 630.7 I61

This compilation includes formal papers, prepared especially for this symposium, which deal with each of the major issues of agricultural development in which knowledge dissemination plays a central part. Also included are summaries of panel discussions and the reports of the working groups. The subject matter deals only indirectly with techniques as it was organized to identify the lines of research which would provide guidelines for technicians in action programs. Points out ways in which communications can play a significant part in the process of agricultural development.

67. *New Educational Media in Action Series.* Prepared by the International Institute for Educational Planning, UNESCO, for the Agency for International Development, Washington, D. C. Available also in French and Spanish.
ARC Catalog No. 371.33 I61 (first 3 vols.) and 371.33 S377 (last vol.)

The first three volumes are devoted to case studies of the "new educational media," such as television, radio, films, and programmed learning, in seventeen countries where they have been tested. The object was to extract useful lessons from the accumulated experience where pioneering work has been undertaken. The fourth volume contains an overall summary and conclusions concerning problems of the new media, how effective they have proven to be, how they are used most effectively, their cost, and future use. The four booklets are:

a. *New Educational Media in Action: Case Studies for Planners - I.* 1967, 203 p.
b. *New Educational Media in Action: Case Studies for Planners - II.* 1967, 226 p.
c. *New Educational Media in Action: Case Studies for Planners - III.* 1967, about 210 p.
d. *The New Media: Memo to Educational Planners - IV.* 1967, 175 p.

68. Pett, Dennis W., *Audio-Visual Communication Handbook: Peace Corps.* Contract 25-1707. About 1970, 125 p. Prepared for the Peace Corps by the Audio-Visual Center, Indiana University, Bloomington, IN 47401. The Peace Corps, Washington, DC 20525.
ARC Catalog No. 001.55 P499

This is an excellent training manual specifically designed to assist Peace Corps volunteers to plan, produce, and use audio-visual instructional materials in the developing countries. The ideas of numerous overseas field workers have been incorporated, borrowing on their experience, emphasizing self-help, simple techniques, and often using local materials. Many fine illustrations are used in the five major chapters: Planning Instructional Materials, Using Media in the Classroom and in the Community, Presentation Methods and Materials, Basic Production Techniques, and Writing.

69. Wagner, W. Robert, *A Series of Motion Picture Documents in Communication Theory and the New Educational Media.* Nov. 1966, 172 p. Motion Picture Division, Department of Photography, Ohio State University, Columbus, Ohio.
ERIC Order No. ED 025 940
ARC Catalog No. 371.3352 W134

This publication is made up of the final scripts for the films, "Teacher and Technology," "The Information Explosion," and "The Process of Communication." It illustrates a variety of uses for advanced education media (both formal and non-formal) and emphasizes the teacher's role in promoting desirable developments in the schools of the future.

70. Winter, Myrtle, and Norman F. Spurr, *Film-Making on a Low Budget: The UNESCO-UNRWA Pilot Project.* Reports and Papers on Mass Communication No. 29. 1960, 31 p. UNESCO Publications Center, Box 433, New York, NY 10016.
ARC Catalog No. 371.33523 W786

Describes the aims and achievements of the UNESCO-UNRWA project on low-budget film-making in a technically underdeveloped area. Discusses the feasibility of establishing a small-scale film production unit at low cost and with limited staff. Deals with a pilot experiment in local newsreel production on a small scale and the educational possibilities of such newsreels. Both the technical and educational implications of the project are examined. This report should be of interest to those concerned with the development of film as an educational medium in areas where film production facilities are either rudimentary or completely lacking. Explains why

the newsreel approach to films for mass communication proves to be a sound one and how newsreels, tailormade to the needs of a community, can deal with fundamental education, vocational training, health education programs, introduction of innovations, problems of morale, community achievements, training of the handicapped, motivation, etc. The technical aspects of the project are discussed in detail.

Educational Materials

71. Bowles, Luanna J., *The Problem of Education Materials in a Developing Country.* 1964, 51 p. USAID/Kathmandu, Nepal.
ARC Catalog No. NP 371.3078 U58

A detailed account of establishing in Nepal an educational materials center, training Nepali to write, print, and distribute publications for primary and secondary schools as well as for adult literacy groups. The author describes her several years experience in the country in dealing with the Nepali, Americans, and others in organizing and administering the program of education materials development.

72. Evans, David and James Hoxeng, *The Ecuador Project: Technical Note No. 1.* 1973, 23 p. Center for International Education, School of Education, University of Massachusetts, Amherst, MA 01002.
ARC Catalog No. EC 370.09866 E92

The background of the project and the basic philosophy are outlined. Criteria used in generating non-formal educational materials are discussed and the three classes of materials currently in use are described. Approaches to the distribution and use of the materials by a network of complementary organizations are analyzed.

Educational Technology

73. Illich, Ivan, *The Alternative to Schooling.* 1972, 19 p. Center for Intercultural Documentation (CIDOC), Cuernavaca, Mexico.
ARC Catalog No. 370 I29

Ivan Illich, A Catholic educator-priest directs the CIDOC program in Mexico. In this article Illich elaborates on the following topics: (1) New Ways of Producing Education, (2) The Futility of "Universal" Education, (3) The Hidden Curriculum of Schooling, (4) Education as a Recent, Western Invention, (5) Futile Proposals, (6) Knowledge - Capitalism, (7) Present Reform Trends to Tighten Technocracy, (8) Pedagogical Hybris and (9) A New Set of Pedagogical Design Criteria for Technology.

In summary, Dr. Illich provides two useful reminders: (1) the desirable form of education depends on the kind of society desired, and (2) education is a reflection of the political and social structure of a country.

74. Jacobs, Robert, *The Potential of Newer Instructional Media for Educational Development in the Countries of Southeast Asia.* 1972, 11 p. Southeast Asian Ministers of Education Organization, Bangkok, Thailand.
ARC Catalog No. FEA 370.095 J17

In this article the author points out that the "insurmountable" problems of Asian education are, in fact, often self-imposed and, to that extent, artificial. He goes on to show that today's breakthrough in technology of teaching and learning demonstrates quite clearly that there are infinitely better, more efficient, and more economical ways of achieving instructional objectives than were available even ten years ago. Addendum B of the article is a discussion centered primarily on INNOTECH's (Educational Innovation and Technology) function as a Regional Center, with suggested activities.

75. Ono, Rentaro, *Effects of Educational Television Programs as Related to Non-Formal Education in Japan.* Undated, 25 p. Ministry of Information, Tokyo, Japan.
ARC Catalog No. JA 371.3358 O58

This document explains how educational and cultural programs on radio and television can be used as a part of a non-formal education program. It also explains the effects of educational and cultural television programs. the influence of educational broadcasting on common people, and the effects of broadcasting on children.

76. Witherspoon, John P. and William J. Kessler, *Instructional Television Facilities: A Planning Guide.* 1969, 73 p. Office of Education, U.S. Department of Health, Education and Welfare. Order from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20401.
GPO Sales No. FS 5.234:34043
ARC Catalog No. 371.3358 W824

Prepared by two leading authorities in the educational television field, this booklet stresses: (1) Think first about educational objectives and second about technology, and (2) Get expert advice *before* the planning process is far advanced. Contains chapters on choosing the right system, engineering, production systems, transmission systems, receiving facilities, recorders, color, staff, planning, and program sources.

Formal Schools

77. Griffin, Willis H., *The Non-Formal Education Potentials of a Formal Educational Institution.* 1971, 21 p. Office of International Programs, Center for Development Change, University of Kentucky, Lexington, KY 40506.
ARC Catalog No. US 370.0973 G852

This document, prepared for the SEAMES/SEADAG and South Korea/SEADAG Seminar on Non-Formal Education, presents a survey of the experience and future

plans for the non-formal extension education efforts of the University of Kentucky for Appalachia; it does not represent a finished model or completely matured endeavor. It does illustrate possibilities and raises questions regarding the potential of a traditional educational institution which attempts seriously to reach a particular clientele and serve important development purposes through non-formal educational activities.

Mobile Units

78. Bunthawat Srisinghasongkram and Mark E. Anderson, *Evaluation of the Mobile Trade Training Units Program*, ed. Dr. George Belknap, 1968, 22 p. Department of Technical and Economic Cooperation, Government of Thailand, Bangkok, Thailand.
ARC Catalog No. TI 373.246 T364

A summary of operations, needs, and potential of 54 mobile skilled-trade training units to be established by the end of 1971. A formal study of the problems and shortcomings of the traveling program, initiated by the Department of Vocational Education in 1960 with the help of the USA, to teach skills such as in mechanics, electricity, radio repair, carpentry, barbering, and others in the rural areas. Offers 14 recommendations for planning and budgeting.

79. *Mobile Trade Training Units*. 1970, 78 p. Vocational Promotion Division, Department of Vocational Education, Bangkok, Thailand.
ARC Catalog No. TI 373.246 T364

The Mobile Trade Training Unit program was established in 1960 with the objective of taking teachers and equipment to rural areas where adults and out-of-school youth could learn the basic skills required to enable them to secure jobs. Skills included metalwork, automechanics, electricity, radio and TV, welding, woodworking, cooking, sewing and tailoring, barbering and hair dressing. Well-illustrated and printed in both English and Thai, the booklet describes the goals, methods of operation, and planning for 54 units by 1972. This program was carried out as a joint US/Thai activity under the A.I.D. Rural Education Project.

80. *Utilization of Mobile Facilities for Development of Entry Work Skills for Arkansas' Rural Unemployed and Low Income Earner: A Feasibility Study*. 1967, 46 p. School Planning Laboratory, University of Nevada, Reno, NV 89107.
ERIC Order No. ED 022 000
ARC Catalog No. US 374.013 N499

The study recommends use of mobile training facilities for underemployed and unemployed adults. It also recommends that the programs include job training on such subjects as household appliance repair, mechanics helper, farm equipment maintenance, and nursing home housekeeper.

Traveling Seminars

81. *CENTO Traveling Seminar Reports.* The Office of United States Economic Coordinator for CENTO Affairs, Central Treaty Organization, Ankara, Turkey.

These reports are interesting examples of how a group of specialists promoted an exchange of ideas and techniques among professional leaders in countries using different languages. Techniques involved careful preparation of materials by both foreign specialists and participants, well-planned visits, and the development of illustrated reports to communicate the findings to all three countries. Cooperating countries were Turkey, Iran, and Pakistan.

a. *Traveling Seminar for Increased Agricultural Production.* April 7-May 30, 1962, 145 p.
ARC Catalog No. NEA 630.956 C397
b. *Traveling Seminar on Agricultural Credit and Cooperatives.* October 4-November 21, 1964, 80 p.
ARC Catalog No. NEA 332.3 C397
c. *CENTO Traveling Seminar on Fresh Fruit and Vegetable Marketing.* June 30-August 26, 1965, 69 p.
ARC Catalog No. NEA 380.141635 C397
d. *CENTO Traveling Seminar on Veterinary Education and Animal Health.* July 25-August 10, 1965, 140 p.
ARC Catalog No. NEA 636.089 C397
e. *CENTO Traveling Seminar on Farm Tools and Implements.* October 10-November 26, 1966, 142 p.
ARC Catalog No. NEA 631.3 C397
f. *CENTO Traveling Seminar on Processing and Marketing of Fruit and Vegetable Products.* July 3-August 19, 1967, 86 p.
ARC Catalog No. NEA 664.028 C397
g. *CENTO Traveling Seminar on Marketing of Livestock and Livestock Products.* October 1-November 17, 1967, 87 p.
ARC Catalog No. NEA 380.14136 C397

PART IV TARGET AREAS

Adult Education

82. *Administrative Documents of the African Adult Education Association.* 1969, 23 p. African Adult Education Association, Lusaka, Zambia.
ERIC Order No. ED 034 952
ARC Catalog No. AFR 374.96 A258

This collection of documents includes recommendations on training for adult education in Africa. It emphasizes the importance of adult education in view of

pressures from increase in population, agriculture, industrialization, urbanization, and community development.

83. *Analysis and Interpretation of ABE Experience in the Inner City: Toward a Theory of Practice in the Public Schools.* 1970, 196 p. Contract No. OEC 0-9-422163-441(324). Prepared for the U.S. Office of Education, Department of Health, Education, and Welfare, Washington, D.C., by the Center for Adult Education, Teachers College, Columbia University, New York, NY 10027.
ARC Catalog No. 374.973 C726

This is the first annual report (May 1969-June 1970) on an Adult Basic Education (ABE) project in six large cities in the United States designed to identify the common problems and practices of inner city pressures involving the urban poor. The innovation and methodology aspects may have applications in non-formal education programming for developing countries. Includes an 87-page appendix containing a transcript of a group consultation and other project documents of methodological interest.

84. *Continuing Education Seminar.* 1963, 74 p. University of Nigeria, Nsukka, Nigeria.
ARC Catalog No. NI 378.669 N685

In cooperation with the University of Nigeria, AID conducted a seminar on continuing education in the new Extra-Mural Studies Department. This is a compilation of four papers on the subject of planning adult education programs in a developing nation, read by experts from the University of Leeds, England; University of Edinburgh, Scotland; Michigan State University; and the University of California, Los Angeles.

85. David, M., *Adult Education in Yugoslavia: Monographs on Education.* 1962, 185 p. UNESCO Publications Center, P.O. Box 433, New York, NY 10016.
ARC Catalog No. YO 374.9497 D249

This study depicts adult education programs in a country having a great diversity of people with a wide range of educational attainment. In addition to formal adult education, special emphasis is given to non-formal training. The varieties of educational methods discussed (p. 129-163) include small-group teaching techniques.

86. *The Directory of Adult Education Organizations 1970.* 1970, 53 p. Library of Continuing Education, Syracuse University, Syracuse, NY 13210.
ERIC Order No. 035 821
ARC Catalog No. 374.025 S995

The directory lists organizations which participated in the Galaxy conference and provides information on their services and publications. It also lists some international organizations and other agencies concerned with adult education programs in the United States and Canada.

87. Doyle, Louis A., *End of Tour Report.* 1968, 18 p. USAID/Lagos, Nigeria, in cooperation with the University of Nigeria, Nsukka.
ARC Catalog No. NI 378.669 M624a

The Michigan State University senior advisor in continuing education reviews the planning and implementation of the Continuing Education Program and the construction of the Continuing Education Center at the University of Nigeria. Discusses the relationship of extra-mural studies and continuing education, national and international aspects, and the beginning of the civil war hostilities.

88. *Federally-Funded Adult Basic Education Programs: A Study of Adult Basic Education Programs in Ten States.* PB 177 210. Xerox Corporation New York City. 1967, 297 p. Office of Economic Opportunity, 1200 Nineteenth Street, N.W. Washington, DC 20506.
ARC Catalog No. US 374.973 X6

This is a case study of the adult basic education program in connection with the "War on Poverty." Each of ten cases is broken down into target population and functional criteria for the evaluation of output variables of the national, state, and local ABE efforts. It also contains state-by-state statistics on various surveys conducted before and after the beginning of the program. The Xerox team, which made the survey, reports that they do not believe the ABE program has had a substantial impact on the employability of the participants. They also warn against belief that employability may be a reasonable expectation of the program.

89. Fourre, Pierre and others, *Adult Education Techniques in Developing Countries: A Greek Case Study.* Problems of Development Series. 1967, 136 p.
ERIC Accession No. ED 013 417
ARC Catalog No. GR 374.9495 F781

Through the help of the Organization for European Economic Cooperation (OECD), Greece has established a network of adult education centers outside towns to meet the problems of illiteracy and low education level. These centers provide library services and recreational programs administered by a local primary teacher. The programs utilize community personnel and Government specialists to promote village development and to raise both living standards and educational levels.

90. Hely, Arnold S.M., *Adult Education in Nepal.* 1966 44 p. Report Number NC-21-66.
ERIC Order No. ED 014 668
ARC Catalog No. NP 374.95426 H486

The report discusses sociological and anthropological factors affecting both economic development and education in the area. It also provides a background of the extent of progress in adult education and makes recommendations on university extension programs, teacher training, and related topics.

91. Hely, A.S.M., *New Trends in Adult Education: From Elsinore to Montreal.* 1962, 133 p. UNESCO Publications Center, Box 433, New York, NY 10016.
ARC Catalog No. 374 H486

This monograph examines the rapid evolution of the adult education movement which occurred between the UNESCO-sponsored International Conference on Adult Education at Elsinore, Denmark, in 1949 and the World Conference on Adult Education in Montreal in 1960. The author traces the steady development of organized adult education worldwide, particularly since 1945, and comments on the rapid development of international consultation and cooperation in this field. He discusses why the report of the 1960 Montreal conference may stand as a landmark in the literature of international adult education. The immediate, overpowering need for adult education in the developing countries is presented with convincing arguments. Included in this monograph are descriptions of structure and organization, forms and methods of adult education, the effects of change on society, and the resultant needs for adult education, generated in both developed and developing countries.

92. Hwa, Tai Chen, *The Development of the Singapore Adult Education Board.* Undated, 8 p. Department of Adult Education, Ministry of Education, Singapore.
ARC Catalog No. SN 374.95952 H991

This paper states when and why the Adult Education Board was established in Singapore. It explains the administrative structure of the board and describes the types of adult education programs under its jurisdiction.

93. Illich, Ivan, "The Futility of Schooling in Latin America." *Saturday Review,* April 29, 1968, p. 57-59, 74-75.
ARC Catalog No. LAT 374.98 I29

A former vice-president of the Catholic University in Puerto Rico, Monsignor Illich contends that schools in Latin America are favoring the middle class and not the masses. He recommends practical education, like inservice apprenticeship in factories, and thinks that factories should serve also as training centers and that industry should be programmed to have educational tasks.

94. McCalley, Hazel and others. *Basic Education for Adults: Are Special Tools and Techniques Needed? Panel and Workshop?* 1966, 65 p.
ERIC Order No. ED 017 787
ARC Catalog No. 374 M122

This document discusses the need for appropriate materials, adequate testing of achievements, and careful selection and training of teachers. It suggests wide use of audio-visual material, referring to examples from experience with tested programs and recommends special workshops and the setting up of teacher training centers to prepare teachers for such programs.

95. Pagano, Jules, *Education in the Peace Corps: Evolving Concepts of Volunteer Training.* 1960, 57 p. Center for the Study of Liberal Education for Adults, Boston University, 138 Mountfort Street, Brookline, MA 02146.
ARC Catalog No. 374 B131

This is a description of instructional methods that could be helpful in developing training programs for the education of adults in underdeveloped countries. The major subject areas are: Working with the university community, custom-made training, intensive language training, in-house training, field experience, advanced training program, and the crosscultural approach.

96. *The Quiet Revolution.* 1967, 142 p. Office of Economic Opportunity, 1200 Nineteenth Street, N. W., Washington, DC 20506.
ARC Catalog No. US 374 O32

Describes the utilization and training of jobless men and women through programs in the U.S. like community action, "Upward Bound," legal services, foster grandparents, migrant workers, neighborhood service centers, health centers, "Head Start," "Job Corps," "Vista," neighborhood youth corps, adult basic education, work experience, rural loans and small business loans.

97. *Reading Materials and Printing Facilities in Six Northeast Changwats.* 1970, 49 p. Research and Evaluation Division, USOM/Bangkok, Thailand.
ARC Catalog No. TH 382.456554 U58

The first 19 pages of this pamphlet are a photographic report on villages in these changwats and their bookshops and printing facilities. The remainder of the report is devoted to a consideration of the availability of reading materials in stores and schools, homes and libraries; the need for current reading materials; and printing facilities and capabilities in the northeast. The survey attempted to discover the motivation of rural people to learn to read and what kinds of reading materials are most popular.

98. Roberts, Hew, *Rural Adult Education in Australia.* 1960, 59 p.
ERIC Order No. ED 033 272
ARC Catalog No. AS 374.994 R644

Since Australian rural areas lack facilities for adult education, interaction tends to occur informally on playing field or in book discussion groups, meeting in homes. Summer schools, "noncredit" residential programs on university campuses, usually about one week in length, are growing rapidly. Traveling lecture and cultural programs are available.

99. Rosen, Seymour M., *Part-Time Education in the USSR: Evening and Correspondence Study.* OE-14113, Bulletin 1965, No. 17. 1965, 141 p. Office of Education, U.S.

Department of Health, Education, and Welfare.
ARC Catalog No. 374.947 R813

This booklet encompasses general education and specialized training of urban and rural youth and adults, "without interruption of production." The data is related to educational programs in the United States known as work-study, continuing education; evening, correspondence, and part-time study. Chapters cover: Development of Part-Time Education in the USSR, Part-Time General Elementary-Secondary Education, Part-Time Higher Education, and Informal Part-Time Education. Correspondence education is detailed in the first three chapters.

100. *Selected Principles and Practices of Community Development: A Handbook for Community Development Workers.* 1959, 63 p. International Cooperation Administration, Monrovia, Liberia.
ARC Catalog No. LB 301.3409666 L695

This monograph was prepared by ICA education advisors in cooperation with the Department of Public Instruction, Republic of Liberia, as a reference guide for teachers and leaders in community development work. Discusses committee activities, records and reports, organization, fundamental education in Liberia, and community development work in Ghana, India, and the Philippines.

101. *Simple Reading Material for Adults: Its Preparation and Use.* Manuals on Adult and Youth Education No. 3. 1963, 95 p. UNESCO Publications Center, Box 433, New York, NY 10016.
ARC Catalog No. 381.456554 U58

This is a joint production of several authors, presented as a guide to writing methods and publishing procedures which have been effective in many countries. It is concerned with books and periodicals for new literates to read rather than with materials about literacy teaching. Contains examples of easy reading materials produced in several countries and tells how such materials were prepared. There is a three-page bibliography.

102. *Studies in Adult Education in Africa: A Selection of the Papers Presented to the Dag Hammarskjold Seminars in 1967 and 1968 on the Use of Correspondence Instruction in Adult Education: Means, Methods, and Possibilities.* 1968.
ERIC Order No. ED 035 822
ARC Catalog No. AFR 374.96 D125

The collection summarizes the results of two one-month seminars (1967 and 1968) sponsored by the Dag Hammarskjold Foundation. Participants were key officials and educators from African countries.

103. *Unpublished Documents in Relation to Mass Media: Final Reports of Meetings Held by UNESCO or Under Its Auspices.* 1970, 9 p. Mass Communication Documentation

Center, UNESCO, Place de Fontenoy, Paris, France.
ARC Catalog No. 016.37133 U58

This bibliography contains 93 reports of meetings and studies in many countries on the use of the mass media in formal and non-formal education development in the emerging nations. The reports are from five to fifty pages in length, and some are of special interest in the non-formal visual aids education field, pertaining to fundamental education, adult education, training methodology, family planning, and educational radio broadcasting. Most are in English and French and some in a third language, usually Spanish.

104. *Using Visuals in Agricultural Extension Programs.* 1967, 86 p. Federal Extension Service, U.S. Department of Agriculture, Washington, DC 20250.
ARC Catalog No. 630.715 A278a

This is a reprint of an ICA publication based on the contributions of 21 authors from both the United States Department of Agriculture and a number of universities. It provides examples of the techniques used and the results achieved through effective presentation of visual materials.

105. *Village Technology Handbook.* 1970, 375 p. VITA (Volunteers in International Technical Assistance), College Campus, Schenectady, NY 12308.
ARC Catalog No. 621.9 A265a

This is a how-to-do-it booklet to help villagers to help themselves, using resources available to them. This edition gathers into one publication the more useful parts of two prior volumes published by VITA in 1963 and 1964. It contains chapters on water resources, health and sanitation, agriculture, food processing and preservation, construction, home improvement, crafts and village industry, and communications.

106. *Visual Aids in Agricultural Extension Series.* Inter-American Institute of Agricultural Sciences of the Organization of American States, Turrialba, Costa Rica.
ARC Catalog No. 371.33 I61A

The Inter-American Institute of Agricultural Sciences of the O.A.S. prepared this series of pamphlets under contract to AID/Washington.

a. *Your Flip Chart,* July 1957, 10 p.
b. *Puppets Go to the Country,* 1955, 36 p.
c. *Good Posters With Silk Screen,* 1958, 18 p.
d. *Make Those Ideas "Stick" With the Flannelgraph,* 1958, 22 p.

107. Watt, Lois B. and Sidney E. Murphy (compilers), *Adult Basic Education.* No. OE 14031-41. Sept. 1968, 14 p. Educational Materials Center, U.S. Office of Education. Order from: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
ARC Catalog No. 016.374 W345

This annotated bibliography has two main sections on teacher resources and student texts. The references in the second section are classified by subject matter area. There are also brief lists of textbooks for American Indian schools and reading materials of general interest to adult and young readers in need of remedial experience.

108. Wilson, Meredith C. and Gladys Gallup, *Extension Teaching Methods and Other Factors that Influence Adoption of Agricultural and Home Economics Practices.* 1954, 80 p. Federal Extension Service, U.S. Department of Agriculture, Washington, DC 20250.
ARC Catalog No. 630.715 W751

The authors discuss the ways in which extension teaching links sources of information to farm homes. They present various methods of extension teaching, indicating that motivation is a basic factor to both learning and teaching. The authors state that despite some limitations, such as lack of equipment and clerical help, the extension medium reaches a large number of people and influences changes in farm practices at relatively low cost.

109. "A Workshop in Cross-Cultural Communications." Reprint from *Journal of Home Economics,* Vol. 62, No. 3, 1970, 172-176 p. American Home Economics Association, 2010 Mass. Ave., N.W., Washington, DC 20036.
ARC Catalog No. 640.714 A141

The three papers presented here were originally read at the Cross-Cultural Communications Workshop sponsored by the School of Home Economics of the University of Missouri from July 8-11, 1969:

a. Abell, Helen, "Is It a Concern of Our Time?"
b. Cebotarev, Eleanora, "As It Is - In Latin America."
c. Strow, Helen, "Importance of a Supportive Organization."

Basic Education

110. Jacobs, Robert, *Regional Approach to Educational Alternatives.* 1972, 24 p. Southeast Asian Ministers of Education Organization (SEAMEO), Bangkok, Thailand.
ARC Catalog No. FEA 370.095 J17

The treatment in this paper is in terms of alternatives to the present system—not alternative ways of trying to make the present system work in Southeast Asia. New structures, new delivery systems, new modes of learning, new definitions of formal and informal education—these are the objects of the search for alternatives. New curricular materials, new gimmicks for improving classroom teaching, new philosophies which give children more choice, more enjoyment, and more *freedom within the existing system* are not enough.

Since regional cooperation exists in Southeast Asia, where most of the countries face common problems, the writer sees SEAMEO (Southeast Asian Ministers of Education Organization) as providing the leadership in the search for educational alternatives and innovations.

111. Jacobs, Robert, "Use of Community Resources in Providing Low Cost Primary Education." 1973, 33 p. Keynote address at the INNOTECH Seminar, Saigon, Vietnam.
ARC Catalog No. 372 J17

In the introduction of his address, the speaker points out that: (1) adequate resources are no longer available to pay the cost of providing adequate education to all children of school age using traditional approaches to formal schooling; (2) new delivery systems for education and alternatives to "formal schooling" as it is now operated are required; and (3) SEAMEO has decided to move in the direction of new delivery systems at the primary level with INNOTECH assigned the responsibility of carrying out this work.

The body of the speech consists of several important observations. These are:

a. Seminar discussions should be on the learner and the process of learning rather than on the teacher and teaching.
b. The principal concern of the seminars is not with enriching formal schooling with supplementary use of community resources but rather with using community resources effectively in a situation where there is no formal school.
c. Community resources are already operative as learning resources. Among these resources are the following: (1) Home and family, (2) Religious institutions, (3) Community activities, (4) Peer groups and peer relation, (5) Mass media, (6) Skilled workers and artisans, (7) Miscellaneous organizational units.
d. Avoid preoccupation with academic, theoretical, and philosophical issues that have previously been discussed at SEAMEO meetings.
e. Steps to follow in effective utilization of community resources.
f. Keep potential obstacles in mind.

Community Development

112. Alcock, A.E.S., and Helga M. Richards, *How to Plan Your Village*. 1956, 60 p. Longman's, Green and Co. Inc., 55 Fifth Avenue, New York 3, NY 10003.
ARC Catalog No. AFR 301.35 A354

This well-illustrated booklet was prepared to instruct villagers around the world, but especially in Africa, how to plan and improve the growth arrangement of villages. Clearly written and printed in large type, the contents deal with plans and contours, roads, erosion, markets, workshops, playing fields, and water supplies.

113. *Categorization of Working Papers on Non-Formal Education.* An Unannotated List of Papers, 1971. Presented at the SEAMEO/SEADAG Seminar on Non-Formal Education, Penang, Malaysia.
ARC Catalog No. FEA 374.95 S727

These working papers are listed under the following headings:

A. *Function of Non-Formal Education in Community Development*

1. Non-Formal Education and Community Development (Vietnam) (NFES/WP/15) 7 p.
2. Non-Formal Education in Community Development (Singapore) (NFES/WP/12) 8 p.
3. Commission for Rural Affairs (Structures, Functions and Achievements) (Laos) (NFES/WP/5) 5 p.
4. Accelerated Manpower Development Programme in the Philippines (Philippines) (NFES/WP/9) 15 p.
5. The Six-Year Intensive Literacy and Adult Education Drive (1966-1972) (Philippines) (NFES/WP/10) 16 p.

B. *Non-Formal Education and Rural Development*

1. Agriculture Extension: A Cambodian Experience (Khmer Republic) (NFES/WP/4) 6 p.
2. Problems and Prospects of Agricultural Extension Programmes in Malaysia (Malaysia) (NFES/WP/7) 18 p.

C. *Case Studies*

1. Pilot Project of Functional Literacy for Farmers in the Plains of Vietiane (Laos) (NFES/WP/6) 12 p.
2. A Functional Literacy Project in the Changwads of Lampang and Prae in Thailand (Thailand) (NFES/WP/13) 14 p.
3. Village Newspaper Reading Centre (Thailand) (NFES/WP/14) 4 p.
4. The Development of the Singapore Adult Education Board (Singapore) (NFES/WP/11) 8 p.
5. Contributions of the Ministry of Education and Culture to Non-Formal Education (Indonesia) (NFES/WP/1) 18 p.
6. Mechanic Apprenticeship and Tailoring in the Khmer Republic (Khmer Republic) (NFES/WP/3) 3 p.

114. *Family and Community Development in the Philippines.* 1970, 25 p. Government Documents, Manila, Republic of the Philippines.
ARC Catalog No. RP 301.3409914 P552g

This paper is a collection of the following articles:

1. The Boy Scouts of the Philippines
2. The Future Homemakers of the Philippines
3. Family Life Workshops of the Philippines
4. The Philippines National Red Cross
5. Rural Improvement Clubs - Philippines
6. 4-H Clubs

These articles are subdivided into the following headings:

a. Policies and Objectives
b. Administrative Structure
c. Programs
d. Evaluation and Research
e. New Developments and Trends
f. Major Problems of Future Programs

Anyone charged with developing training programs in the area of community development would find the information in these articles helpful.

115. Franklin, Richard and others, *Community Development in Developed Countries.* 1964, 104 p.
ERIC Order No. ED 022 141
ARC Catalog No. 301.34 F833

Part of a report of seminar proceedings, the six papers review the conceptual dimensions, issues, and directions of community development in the United States and Australia. It includes case discussions, together with theoretical formulations on program initiation, goal achievement, problem solving, sponsorship and financial resources, leadership training, and the community development process.

116. Hodgdon, Linwood L. and others, *Community Development in Emergent Countries.* 1964, 57 p.
ERIC Order No. ED 022 140.
ARC Catalog No. 301.34 H688

Part of a report of seminar proceedings dealing largely with conditions, requirements, and effective principles of rural extension and the government system of community development in Thailand, India, and the Philippines.

117. Hoxeng, James, *Hacienda: Technical Note No. 3.* 1973, 23 p. Center for International Education, School of Education, University of Massachusetts, Amherst, MA 01002.
ARC Catalog No. EC 370.09866 E92

Hacienda is the first simulation/game produced for use in the Ecuador project. It attempts to replicate certain important aspects of rural life in the sierra region of Ecuador. This note not only describes the game and its operation but attempts to trace the impact the game has on those rural people who have played it.

118. Mezirow, Jack D., *Community Development Training Programs in India.* April 1959, 63 p. ICA/New Delhi, India.
ARC Catalog No. IN 301.340954 M617

Outlines training courses in community development for orientation training centers and the Central Institute of Research and Study in Community Development, Ministry of Community Development, New Delhi, India.

119. Spector, Paul, Augusto Torres, Stanley Lichtenstein, and Harley O. Preston, *Communication and Motivation in Community Development: An Experiment.* Contract No. AID/la-27 (repas-18). 1963, revised 1964, 108 p. Prepared by the Institute for International Services of the American Institute for Research, for the Office of Research and Analysis, AID/Washington.
ARC Catalog No. EC 001.5 159

This report describes a study in which various communications media—radio, movies, demonstrations, posters, slides and exhibits—were used in a systematic informational-motivational campaign to induce people in rural communities to adopt several innovations. The report evaluates the comparative effectiveness of different communications media under realistic conditions and describes the circumstances in which the media are effective.

Cooperatives

120. Hogen, Timothy L., *Report on the Cooperative League in Northeast Brazil: The Introduction of the Peasant to the Cooperative Movement.* 1966, 35 p. Cooperative League of the U.S.A., 59 East Van Buren Street, Chicago, IL 60605.
ARC Catalog No. BR 334.683 H715

Tells of cooperatives sponsored by the Cooperative League of the U.S.A. and established in the densely populated, poverty-striken state of Pernambuco, Brazil, by the peasants and for the peasants. Describes the methodology employed and the problems encountered during a four-year period. Discusses relations with the villagers, program standards, the consumer aspects of cooperatives, opposition to the program, and the importance of training.

121. *How to Organize a Co-Op: Moving Ahead Together.* OEO Guidance 6148-1. 1969, 53 p. Prepared by the Cooperative League of the U.S.A. for the Office of Economic Opportunity, Economic Development Division, 1200 19th St., N.W., Washington, DC 20506.
ARC Catalog No. 334 C778B

This is a well-organized, effectively illustrated and easy-to-read booklet on the importance of cooperatives to low-income families. It contains chapters on what is a co-op, surveying the possibilities, organizing the members, financing, legal aspects, and committees.

122. Baird, Bill, *Puppets and Population.* Edited by Martha Keehn and Linda Burgess. 1971, 75 p. World Education, 667 Madison Avenue, New York, NY 10021.
ARC Catalog No. 301.3207 B163

This booklet examines the utilization of puppetry as a supplementary teaching tool for the adult educator and literacy worker. It discusses how puppetry when used as part of a total program of functional literacy for family planning can help adults gain a wider understanding of population problems. A complete puppet play is included. Appendixes explain how to make puppets and build a stage. Numerous diagrams are included.

123. Blake, Robert R., ed., *Family Planning Educational Materials: An Annotated Bibliography of Selected Items.* Monograph No. 6. 1969, 133 p. Carolina Population Center, University of North Carolina, Chapel Hill, NC 27514.
ARC Catalog No. 016.30132 B636

Contains 781 annotations of materials designed to educate the public about the need for family planning, contraceptive methods and services, and benefits of small families. Describes in English and other languages materials giving reasons for family planning, methods, and family life education. Lists books, booklets, brochures, films, filmstrips, posters, and television presentations.

124. Bogue, Donald J. and W. Bert Johnson, *Toward a Master Plan for Family Planning Communication.* 1969, 11 p. Population Reference Library, Bureau For Population and Humanitarian Assistance, AID/Washington.
ARC Catalog No. 301.32 C532

Reprint of a paper presented at a roundtable on "Communication and Development" at the Eleventh World Conference of the Society for International Development, November 15, 1969, New Delhi, India. While recognizing the fact that family planning programs have made significant progress in many countries, the authors believe that there is still need for a new strategy to step up the program. They suggest a plan to develop a broad communication program which would involve the training of a communication staff and continued communication research to improve information techniques.

125. *Methods of Family Planning.* 1968, four books, each 40 p. Prepared for the Ministry of Health, Bangkok, Thailand, through a grant from the Ford Foundation.
ARC Catalog No. TH 613.943 T364

This series of four books constitutes a manual to train midwives and nurses in family planning. Each book is a self-study test with questions and correct answers on each frame of material. Book One deals with "introduction to methods;" Book Two introduces and highlights the loop; Book Three describes oral pills and their effects on

health; Book Four summarizes the course. The entire series is briefly stated in simple language and well-illustrated. A final examination also accompanies the course as a separate item.

126. *Workshop on Literacy/Population/Family Planning Education.* 1970, 91 p. plus appendixes. Prepared for AID/Washington by the World Education Inc., 667 Madison Ave., New York, NY 10021. Copies available without charge from World Education Inc., N.Y. and from World Education Asian Representative, Literacy House, Lucknow, India.
ARC Catalog No. NEA 301.3207 W927

A report on a Near East/South Asia/Far East workshop on relating literacy to family planning education held April 18 to May 2, 1970, in India. Describes the relationship of this type of education to total social welfare programs, planning and organization of pilot projects, personnel, medical information, preparation of materials, the role of various agencies, especially schools and universities. Provides reports on five functional conference work groups and on country proposals for pilot demonstration projects in Afghanistan, India, Iran, Philippines, Thailand, and Turkey. Appendixes contain hypothetical country's program and a report on evaluation of workshop activities.

Health and Nutrition

127. Jelliffe, Derrick B., *Child Nutrition in Developing Countries: A Handbook for Fieldworkers.* 1969, 170 p. Office of War on Hunger, AID/Washington. Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
ARC Catalog No. 641.1 A265

This book discusses the causes and recognition of malnutrition in childhood and the possible preventive and curative measures to improve the nutrition of children in tropical developing countries. The author outlines certain general principles and suggests guidelines regarding the scientific aspects of human nutrition. The book deals in detail with the human diet, the improvement of food supplies, cultural patterns and food, nutrition education, and the combatting of malnutrition. The appendixes include the National Research Council's recommended daily dietary allowances, the Weight for Age Table from Harvard Standards, Stuart and Stevenson (1959), specimen recipes for weaning foods, and a description of a nutrition rehabilitation unit.

128. *Proceedings of the Eastern African Conference on Nutrition and Child Feeding. PASA No. AFR (HA) 15-69.* 1969, 311 p. Sponsored by the Republic of Kenya and the Agency for International Development, Washington. Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
ARC Catalog No. AFR 641.1 E13

This volume contains the papers, discussions, committee reports and recommendations of a conference on nutrition held in Nairobi, Kenya, which was attended by representatives from Botswana, Ethiopia, Kenya, Lesotho, Malawi, Somalia, Swaziland, Tanzania, Uganda, the United States, and Zambia, each of which submitted a report. Some non-formal aspects are covered under thematic presentations dealing with nutrition in health, agriculture, child feeding, education, industry, and planning. There is emphasis on the teaching of rural mothers as a way of carrying the nutrition message to all elements of the population.

129. *A Series of Publications For Parents*, Children's Bureau, Office of Child Development, Office of Human Development, U.S. Department of Health, Education, and Welfare, Washington, D.C. Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
ARC Catalog No. 613.972 H434

The Children's Bureau of HEW has issued a number of clearly written and well-illustrated pamphlets related to almost every facet of child care. These could be very helpful in non-formal education of adults. Several are available in Spanish. Some of the more applicable titles are:

Prenatal Care
Infant Care
Your Child from 1 to 6
Your Child from 6 to 12
A Handicapped Child in Your Home
Fun in the Making
Day Care for Your Children
Young Children and Accidents in the Home
Where's Herbie
Child Development in the Home
So You're Going To Be a New Father
Moving into Adolescence
Teach Children Fire Will Burn

130. Welbourn, H.F., *Nutrition in Tropical Countries*. 1968, 108 p. Oxford University Press, Amen House, London, E.C. 4. Out of print, available in AID Reference Center.
ARC Catalog No. 641.107 W438

This book concentrates on general problems of nutrition in developing countries. While this is not a training manual, it can be recommended as background material for those involved in non-formal nutrition education. Provides guidelines for planning nutrition education campaigns encompassing (1) the investigation of the nutritional needs of the area, social customs relating to food, assessment of economic and agricultural resources; (2) training of workers to carry out the program (local, national or international facilities); (3) methodology to be utilized.

131. Coaracy, G. Roberto, *Illiteracy Problem in Brazil and What is Being Done About It.* 1962, 12 p. USAID, Rio de Janeiro, Brazil.
ARC Catalog No. BL 379.24 C652

The problem of illiteracy and the pressing need for fundamental education, particularly for adults in the communist-influenced northeast region, is described. Tells about the Government's "National Mobilization Against Illiteracy," a pilot program involving the efforts of several ministries and organizations. Describes how radio and television along with conventional educational methods are employed for teaching.

132. Donohue, Dan and others, *Guidelines for Teaching the "Undereducated" Adult.* 1966, 113 p. Office of State Superintendent of Public Instructions, Olympia, WA 98501.
ERIC Order No. ED 012 411
ARC Catalog No. 374 D687

These guidelines were prepared by the State of Washington for teachers of undereducated adults—illiterate, functionally illiterate, and non-English-speaking. The problems of non-formal education, developing strong motivation, effective communication, and desirable teacher qualifications were discussed.

133. Freire, Paulo, *Cultural Action for Freedom.* Monograph Series No. 1. 1970, 52 p. *Harvard Educational Review* and the Center for the Study of Development and Social Change, 1430 Massachusetts Ave., Cambridge, MA 02138.
ARC Catalog No. BR 379.24 F866

Part one deals with "Adult Literacy Process as Cultural Action for Freedom," in which Dr. Freire explains that becoming literate is more than learning symbols that represent sounds. Instead, it is an act of knowing, through which a person is able to look critically at the culture around him and then do something to make it better. Part two, "Cultural Action and Conscientization," discusses the emergence of the masses in Latin America and analyzes the levels of consciousness which characterize that emergence.

134. Galligan, EuGene M., *Literacy and Adult Education in Brazil.* 1965. PIO/T 512-000-3-50281. Prepared for USAID/Rio de Janeiro, Brazil, under contract with Duquesne University, Pittsburgh, Pa.
ARC Catalog No. BL 379.24 G168

A survey to provide detailed information about literacy and adult education activities conducted and planned in Brazil, to evaluate these programs against development needs, and provide recommendations. The report covers national literacy training, adult literacy teaching, radiophonic schools, and technical and agricultural training in the Northeast.

135. Gunter, Jock, Patrico Barriga and James Hoxeng, *Number Bingo: Technical Note No. 7.* Center for International Education, School of Education, University of Massachusetts, Amherst, MA 01002.
ARC Catalog No. EC 370.09866 E92-7

Addition and multiplication bingo promote fluency with number symbols and arithmetic operations. The leader calls out a problem, and learners seek the answer on their boards, placing a bean on the square containing the answer. The player first completing a row wins. Beginners concentrate on associating what they see with what they hear. Others learn new operations. Advanced students work for speed in computation.

136. Gunter, Jock, James Hoxeng and Amparo Boya, *Letter Dice: Technical Note No. 6.* 1973, 17 p. Center for International Education, School of Education, University of Massachusetts, Amherst, MA 01002.
ARC Catalog No. EC 370.09866 E92-6

The player tosses eleven wooden dice, each face of which contains a letter. The letters showing are arranged and rearranged to assemble words. The aim is to develop fluency with the spelling of words and to increase active and passive vocabulary.

137. Gunter, Jock, James Hoxeng and Enrique Tasiguano, *Ashton-Warner Literacy Method: Technical Note No. 5.* 1973, 14 p. Center for International Education, University of Massachusetts, Amherst, MA 01002.
ARC Catalog No. EC 370.09866 E92-5

Developed by Sylvia Ashton-Warner for teaching Maori children in New Zealand, this literacy method allows the learner to approach written culture on his own terms. Rather than using a text, learners are taught the words important to their lives and encouraged to write sentences and stories which are shared with the other learners.

138. Gunter, Jock, William A. Smith and Patricia Burke, *Market Rummy: Technical Note No. 4.* 1973, 13 p. Center for International Education, School of Education, University of Massachusetts, Amherst, MA 01002.
ARC Catalog No. EC 370.09866 E92-4

Product cards contain pictures, unit prices, and number of units of a market commodity. Money cards represent bills and coins. Players attempt to match combinations of money cards with combinations of product cards to develop skill with market mathematics and with the concept of unit prices.

139. Hart, W.G., *Literacy in Laos.* Airgram, Vientiane, Laos, TOAID A-215, 1969, 3 p.
ARC Catalog No. LS 379.24 H326

A report, showing the findings of a survey by Bernard Wilder in 1968, indicates a literacy level of about 20% (ability to read and write at fourth grade capability).

140. *Harvard Educational Review, Vol. 40, No. 2,* 1970, Longfellow Hall, 13 Appian Way, Cambridge, MA 02138.
ARC Catalog No. 379.24 F866

A special issue devoted entirely to illiteracy in Amer[illegible]a but containing references and other information on international literacy problems, particularly in developing nations. Contains a bibliography compiled by David Harman, Harvard, with about 50 references, including UNESCO publications and a number from various countries. The articles and authors are:

a. Freire, Paulo, "The Adult Literacy Process as Cultural Action for Freedom."
b. Harman, David, "Illiteracy: an Overview."
c. Postman, Neil, "The Politics of Reading."
d. Torrey, Jane W., "Illiteracy in the Ghetto."
e. O'Neil, Wayne, "Properly Literate."
f. Laubach, Frank C. and Robert S., "The Role of the Volunteer Teacher."
g. Martinez, Armando, "Literacy Through Democratization of Education."
h. Gattegno, Caleb, "The Problem of Reading is Solved."
i. Chomsky, Carol, "Reading, Writing, and Phonology."

141. Haussamen, Crane, *The Bread of Learning: A New Way to Learn, A New Way to Teach for Emerging Nations.* About 1961, 109 p. Publisher not listed. Available only in A.I.D. Reference Center.
ARC Catalog No. 379.24 H377

A proposal for a "Unified Curriculum of Fundamental Learning for Illiterates." Discusses the need for new teaching methods, schooling without schools, the language barrier, and the use of teaching machines, filmstrips, radio, motion picture film; television teaching in industrialized countries and the learning process with television. Proposes a program that would employ filmstrips for teaching basic subjects, such as stories of the human body, animals, birds, and insects.

142. *The Impact of a Literacy Program in a Guatemalan Ladino Peasant Community.* February 1967, 151 p. Prepared by the University of South Florida, Tampa, for AID/Washington.
ARC Catalog No. GT 379.24 U58

Assesses the impact of an AID-sponsored literacy program on the base rate of literacy in a peasant community. Evaluates differences between communities having and those not having literacy projects. Discusses attitudes of literates versus illiterates and the role of adult literacy programs in community development. Submits recommendations for planning literacy programs in rural areas of developing countries. Contains a bibliography of 37 references.

143. Lowdermilk, Max K., *Problems, Principles, and Possible Methods for Communication With Illiterates Around the World.* No. ER&T-137 (9-64). 1964, 21 p. Department of

Rural Education, Division of Extension Education, Cornell University, Ithaca, NY 14850.
ARC Catalog No. 374 L912

Examines the question of how the extension worker can best communicate with the illiterate now, without waiting until he achieves literacy. States need for research to delineate basic differences between literates and illiterates. Discusses theory which holds that illiterates around the world are already equipped with their own means of communication. Suggests that to communicate with illiterates effectively it is necessary to do so through media which are familiar to them or which are adapted to their understanding and basic needs. Discusses the U.S. Army's experiment in teaching illiterates during World War II and examines the Army's policy on training, principles of teaching, and methods of teaching.

144. Neijs, Karel, *Literacy Teaching for Adults.* Technical Paper No. 72. 1954, 102 p. South Pacific Commission, Noumea, New Caledonia.
ARC Catalog No. NC 379.24 N397

A study of literacy training methods which could be applied to reducing illiteracy in the South Pacific Islands. Contains chapters on the contrast between adult literacy training and the teaching of children, the linguistic approach to literacy training, methods in teaching reading and handwriting, teaching aids, followup and evaluation. Contains a useful selected bibliography of 26 pages.

145. *News For You.* Laubach Literacy Inc., Box 131, Syracuse, NY 13210. Published weekly. Sample copy may be seen in the AID Reference Center.
ARC Catalog No. 371.897 N558

This is a weekly literacy tabloid-size newspaper for adult readers with low reading skills. *News For You* is published on two reading skill levels: "A" edition for grades 3-4, and "B" edition for grades 4-5. The paper is distributed to adult basic education, special education, work-study programs, and to Job Corps, Manpower Development, and Neighborhood Youth Corps organizations.

146. Richards, Charles G., *The Provision of Popular Reading Materials: Monographs on Fundamental Education.* 1959, 298 p. UNESCO Publications Center, Box 433, New York, NY 10016.
ARC Catalog No. 381.456554 R514

A collection of studies and technical papers which presents information on all aspects of the development of reading materials for new literates. National studies are presented for India, Pakistan, Ceylon and the United Kingdom. There is a long chapter on the organization and administration of a literature bureau. Literature organizations at work are illustrated by chapters on the Burma Translation Society

and the Latin American Fundamental Education Press. There is a four-page bibliography.

147. Sanders, Thomas G., *The Paulo Freire Method: Literacy Training and Conscientizacion.* "AUFS Reports," West Coast South America Series, Vol. XV, No. 1 (Chile). 1968, 18 p. American Universities Field Staff, Inc., Box 150, Hanover, NH 03755.
ARC Catalog No. 379.24 S215

A description of the Paulo Freire method of literacy teaching and adult education which has been extensively used in Brazil and Chile. Based on about twenty words that give the basic sounds of the language, the system can bring literacy in as little as six weeks. Employs "conscientizacion," which seeks to dispel pessimism and fatalism by enabling the illiterate to gain awareness of his capacity to shape his environment and to acquire the means to do so.

148. Simmons, John L., *Towards an Evaluation of Literacy and Adult Education in a Developing Country: A Pilot Study.* Contract ED 6284. 1970, 150 p. Prepared for UNESCO by the Department of Economics and Graduate School of Education, Harvard University, Cambridge, MA 02138.
ARC Catalog No. TS 379.24 S592

This is a study based on work in Tunisia about what people who have literacy do, how literacy increases a worker's productivity, and what are the best ways of teaching workers literacy. The booklet is divided into three parts: some benefits of adult education, retention of adult literacy, and women and adult education. The preface, introduction, and summaries of Parts I, II and III, comprising the first 19 pages, contain a description of the project, objectives, and findings. Among the latter were: the literacy level was found to be significantly correlated with reading newspapers and books, writing letters, and ability to mention a recent news event; and, radio, television, and movies were not significantly correlated with literacy level.

149. Stevens, Warren D., *A Review of the National Mass Literacy Program of the Government of Mali.* 1963, 104 p. Indiana University, Division of Educational Media, Bloomington, Ind., for AID/Washington.
ARC Catalog No. ML 379.24 S846

A review of the Mali National Mass Literacy Program with recommendations for communications media facilities. An account of the author's 19-day consultancy tour of all the provincial capitals covering the minimum needs for personnel, housing, equipment, and transportation to conduct a literacy program at the regional and national levels.

150. Wilder, Bernard, *Literacy Levels of Various Sectors of the Population of Laos.* 1968, 156 p. A study conducted by the Royal Lao Government and USAID/Vientiane,

Laos.
ARC Catalog No. LS 379.24 W673

A literacy survey covering both men and women in urban and rural areas of Laos to help reconcile the findings of a UNESCO figure of 12 percent literacy and a December 1967 USAID figure of 24.4 percent. The booklet provides information on the questionnaires, methods of sampling, regions of the country covered, and news sources including radio information.

Manpower Development

151. Bussey, Ellen M., ed., *Manpower and Employment Policies for Developing Countries.* 1966, 162 p. Prepared by the International Manpower Institutes of the U.S. Department of Labor for the Office of Labor Affairs, AID/Washington.
ARC Catalog No. 331 A265

A compilation of papers read at the 7th International Manpower Seminar, September/December 1966 on concepts and strategies of manpower planning in international development. Discusses rationale and objectives of manpower planning, population growth, human resources, manpower supplies, education and training, and administrative framework for planning. The booklet reviews manpower policies and programs in the U.S. and provides a country case study.

152. Hunter, Guy, *Manpower, Employment and Education in the Rural Economy of Tanzania.* African Research Monograph No. 9. 1966, 40 p. UNESCO Publications Center, Box 433, New York, NY 10016.
ARC Catalog No. TZ 370.9678 H945

This monograph is concerned with educational and employment opportunities for a large segment of the population that has had little or no formal education at all. It deals with the expansion of opportunity for productive employment in the rural economy and how to make fruitful, not waste, the existing investment in primary education which absorbs about half of the total educational budget. Of special interest in non-formal education are the sections on training, participation, and self-help, and the school leavers.

153. Junid, Yusof bin, *Employment Orientated Non-Formal Education in Malaysia.* 1971, 7 p. Ministry of Education, Kuala Lumpur, Malaysia.
ARC Catalog No. MY 373.246 J95

This document was prepared for the SEAMEO/SEADAG Seminar on Non-Formal Education. It gives a brief description of the measures which have been taken by the various Government agencies to provide an increased rate of productive employment opportunities through non-formal education programs. The Ministries sponsoring these programs are:

a. The Ministry of Culture, Youth and Sports
b. The Ministry of Labour and Manpower
c. The Ministry of National and Rural Development
d. The Ministry of Agriculture and Lands

The main purpose of these measures is to provide the citizens of the country with sufficient 'know-how' in various skills to enhance their employment.

154. Matthews, Howard A., *Continuing Training and Education During Working Life.* Overall Country Survey No. 2 A. July, 1970, 10 p. Organization for Economic Co-operation and Development, Manpower and Social Affairs Directorate, 2, Rue Andre-Pascal, Paris, 16.
ARC Catalog No. 374 M439

This paper was presented at the International Conference on Continuing Training and Education During Working Life, July 7-10, 1970, Copenhagen, by Dr. Matthews, Director, Manpower Development and Training, U. S. Office of Education. He underscored the importance of lifelong learning and its role in the adaptation of the individual to a changing, technologically-oriented society. While government, industry, unions, and formal education patterns form the skeletal frame of the presentation, implicit is the need for reorientation of educational programming in a highly industrialized society, such as that of the U. S., to encompass all forms of training, retraining, and less formal education to permit the individual to accommodate to social change.

155. Schweitzer, Harvey, *Occupational Education and Training for Tomorrow's World of Work.* Number 6, Business, Labor and Other Private Programs. 1965, 4 p. Ohio State University, 1659 North Street, Colombus, OH 43010.
ERIC Order No. ED 014 547
ARC Catalog No. US 374.013 S413

The paper presents advantages of training programs in business and makes recommendations to rotate individuals in accordance with their interests and capabilities. It also emphasizes that training should be job-oriented and that training and earning should be considered as essential in ultimate goals for manpower development.

156. *Summaries of Manpower Surveys and Reports for Developing Countries 1958-68.* 1969, 230 p. Prepared by the U.S. Department of Labor, Bureau of Labor Statistics, under contract with Office of Labor Affairs, AID/Washington. Superintendent of Documents, U.S. Government Printing Office, Washington DC 20402.
ARC Catalog No. 331.09 K23

A bibliography with detailed annotations of 226 selected manpower reports and surveys collected for the purpose of appraising and evaluating manpower activities in the developing countries. "A basis for planning of education and training programs,"

the summaries cover 64 countries for the period 1958 to 1968. They deal with the overall planning and implementation of a manpower development program, taking into consideration the economic, social, and political factors in the country.

157. *Towards Full Employment: A Programme for Colombia, Prepared by an Interagency Team Organized by the International Labour Office.* 1970, 471 p. International Labour Office, Geneva, Switzerland.
ARC Catalog No. CO 331.1379861 I61

An extensive study of employment problems using Colombia as a pilot model project. Evaluates the political, economic, and social aspects of rural and urban unemployment for a broad planning approach involving both national and international effort. Recommends both a short and long term program dealing with education, taxes, housing, agriculture, industry, trade, health, and handicrafts. Places major emphasis on rural education for children, adults, and farmers; proposes the development of rural education centers especially in agricultural areas. The centers would have primary school teachers, agricultural extension workers, and an adult education teacher primarily responsible for funcational literacy for the adults.

158. Weintraub, Leon, *International Manpower Development, A Role for Private Enterprise in Foreign Assistance.* 1969, 103 p. Frederick A. Praeger, 111 Fourth Ave., New York, NY 10003.
ARC Catalog No. 331 W424

A study on the problems of manpower and human resources in international development and the importance of training in health, literacy, motivation and skills. Describes the role of AID and the U.S. private sector. Chapter 6 of this book is reprinted in *CLA Intercambio* magazine on training of Latin American adults by the U.S. private sector in large and small industry. Bibliography of nine pages.

Public Administration

159. Caldwell, Lynton K., *Improving the Public Service Through Training.* 1962, 129 p. Prepared by the Institute of Training for Public Service, Indiana University, for the Public Administration Division, Office of Educational and Social Development, AID/Washington.
ARC Catalog No. 350.0007 C147

This monograph was designed for officials in international technical assistance in training for public administration. It does not describe training methods but sets forth principles and concepts that are basic to improving human resources needed in national administrative development. It contains chapters on determining training needs, organizing training facilities, measuring and evaluating training effectiveness, educational resources for public service training, and 11 pages on training information references.

160. *Handbook of Training in the Public Service.* UN Sales No. 66.II.H.1. 1966, 276 p. Department of Economic and Social Affairs, Public Administration Branch, United Nations. United Nations Publications, Room 1059, United Nations, NY 10017.
ARC Catalog No. 350.0007 U58

This booklet examines the essential principles of training and gives a summary of significant practical experience for improving the public service. Although primarily directed toward formal education, there are substantial portions devoted to non-formal training such as the chapter on the scope and content of in-service training including training imparted by informal guidance on the job. Other chapters deal with pre-entry preparation of civil servants, organization for training, planning training programs, operational problems, methods and materials.

161. Robinson, Mary E., *Education for Social Change: Establishing Institutes of Public and Business Administration Abroad.* 1961, 90 p. Prepared by The Brookings Institution, Washington, D.C. for the Public Administration Division, International Cooperation Administration, Washington, D.C.
ARC Catalog No. 350.0007 R663

There are many institutes sponsored by the governments of developing nations that carry on extensive non-formal education programs in public administration, such as short courses, seminars, and other types of on-the-job training. This is a report based on a conference on public affairs, October 31 to November 2, 1960, to aid in the development of institutional facilities for training and education. It covers the needs of host nations, priorities of human resource development, early planning, the contractor and host country elements, and operational responsibilities of university contractors. Contains a five-page bibliography.

Public Safety

162. *A Police Executive Development Program.* No. OLEA–075. 1968, 122 p. Florida Institute for Law Enforcement, St. Petersburg Junior College, St. Petersburg, FL 33733.
ERIC Order No. ED 023 042
ARC Catalog No. US 363.2 S155

This non-formal course, which provided for contact periods spread over eight months, was devised for 36 law enforcement administrators. A final retraining session was held in the twelfth month. Behavioral changes in the praticipants resulted in improvements in their departments.

Rural Development

163. Coombs, Philip H., *New Paths to Learning: For Rural Children and Youth.* 1973, 133 p. Prepared for UNICEF by International Council for Educational Development. 680

Fifth Avenue, New York, NY 10019.
ARC Catalog No. 370.19346 C775a

In this document, attention is directed to the following main headings:

1. Background of the Report
2. Fundamental Concepts
3. The Main Tasks of Non-Formal Education in Rural Societies
4. The Present Pattern of Non-Formal Education
5. Critical Issues
6. Moving Into Action

The study was organized to assist developing countries, UNICEF, and other agencies with information and practical guidelines on how to:

a. assess the needs within a given country for non-formal education for rural children and youth, particularly out-of-schoolers;
b. plan effective and economic programs to meet these needs;
c. develop means to evaluate and strengthen such programs over time;
d. define ways in which external agencies can be of greatest help to countries in implementing their non-formal education programs.

The scope of this report is confined to (1) non-formal education, (2) out-of-school children and youth, and (3) rural areas of developing countries—especially the poorest ones.

In preparing the country case studies, the author endeavored to make these studies as uniform and comparable as possible, allowing for the great differences among the countries and programs examined. Each study typically includes:

a. a general diagnosis of educational needs
b. an inventory and assessment of existing non-formal education programs in terms of needs of rural children and youth
c. fuller analysis and evaluation of one or two selected programs that appear to offer significant lessons for other countries
d. a critical assessment of the persons in the particular experience that might be useful to other developing countries

The author's final observation is that each country must shape its own decisions, choices of strategy and plans of action, its own educational models, and its own future. Outsiders can help importantly but only marginally.

164. Lewis, L.J., *The School and the Rural Environment.* No. C R E (70) LEAD/I. 1970, 10 p. Commonwealth Conference on Education in Rural Areas, University of Ghana, Legon.
ARC Catalog No. 370.19346 L674

A talk by Professor Lewis, head of the Department of Education in Tropical Areas, London University Institute of Education, on the need to adapt schooling to local environmental conditions. He explains how the village and district should be the focal point of all educational effort, and at the same time, the adult community itself will have to be educated to respond with understanding cooperation. Emphasis is on agriculture, but the importance of social and economic factors is also stressed.

165. Orata, Pedro T., *Self-Help Barrio High Schools.* 1972, 280 p. Eastern University Press for SEAMEO Regional Center for Educational Innovation and Technology, Singapore.
ARC Catalog No. RP 373.914 O63

A story of 250,000 students earning their education and preparing themselves for life. This book describes the successful efforts of special self-supporting high schools in the Philippines. These high schools use the resources of the community along with money-making projects which students organize to make the schools self-sufficient. Along with the financial utility of such projects, the students acquire initiative and occupational skills along with the academic skills learned in the classrooms.

166. Pee, Ung Cheng, *Non-Formal Education in Rural Development Programmes.* 1971, 4 p. Ministry of Education, Kuala Lumpur, Malaysia.
ARC Catalog No. MY 370.09595 P373

This article was written for the SEAMEO/SEADAG Seminar on Non-Formal Education. The author attempts to show how the various Ministries of the Government are involved in non-formal education.

167. *Prospects. Education for Rural Development.* Quarterly Review of Education. Vol. III, No. 2. 1973, 282 p. UNESCO, 7 Place de Fontenoy, 75700 Paris, France.
ARC Catalog No. 370.72 P966

This quarterly bulletin contains the following articles:

Dolci, Danilo, "The Maieutic Approach: The Plan of a New Educational Center at Portinico"
Eide, Kjell, "Participation and Participatory Planning in Educational Systems"
Marito, Tatsuo, "Prospects of the Third Educational Reform in Japan"
Petrovsky, Arthur V., "Ability Tests? A Short in the Dark"
Harper, Peter, "Soft Technology and Criticism of the Western Model of Development"
Savary, Roger, "Education for Rural Development: Between Tradition and Change"
Brembeck, Cole S. and Richard Hovey, "Education for Rural Development: Current Trends"
Malassis, Louis, "Education for Rural Development: Farms and Strategies"
Hoffman, H.K.F., "Education for Rural Development: Planning Aspects"

Motooka, Takeski, "Education for Rural Development: Investment in Developing Countries"

Tugbriyele, E.A. "Education for Rural Development: The Out-of-School Component in Africa"

Gars, A. and A. Boumaza, "Vocational Training and Rural Development in Algeria"

Teacher Education

168. Carley, Verna A., *African Women Educators Project Report.* 1962, 148 p. Office of Institutional Development, Bureau for Africa and Europe, AID/Washington, DC 20523.
ARC Catalog No. AFR 376.96 C279

The project consisted of two regional workshops for educators from fourteen English-speaking countries in Africa followed by a three-month study tour by 16 workshop members. The report provides a description of the workshops in Africa, a summary of the tour in the U.S. with reactions of the delegates, and reports from the ministries of education of each country on the education of women and girls.

169. Hatch, Professor Raymond N., *Self-Study as an Approach to Educational Planning in Thailand.* 1970, 80 p. Prepared by the Institute for International Studies In Education, College of Education, Michigan State University, East Lansing, MI, for USAID/Bangkok, Thailand.
ARC Catalog No. TH 373.09593 H361

This is a useful report on the self-study method as a means of developing teacher professional competence in secondary education. Nine study groups of teachers were formed to "self-study" their own problems in such areas as economic and human resources, social and philosophical bases, objectives, curriculum, and others. This report is a follow-up on "Current and Projected Secondary Education Programs for Thailand: A Manpower and Educational Development Planning Project - 1966."

170. Musa, Tuan Haji, and Lokman bin Hj, *Continuous Education in the Teaching Profession in Malaysia.* 1971, 6 p. Ministry of Education, Kuala Lumpur, Malaysia.
ARC Catalog No. MY 370.71 M985

This document was prepared for the SEAMEO/SEADAG Seminar on Non-Formal Education. The aim is to establish the rationale for continuous or non-formal education for teachers. It gives a brief appraisal of existing programs in Malaysia and also makes suggestions for the improvement and expansion of these programs.

The article is divided into four main headings:

a. Outline of On-going Programmes
b. Problems and Limitations

c. Trends and Suggestions
d. Conclusion

171. Normington, Louis W., *Teacher Education and the Agency for International Development.* Contract AID/csd 1811. 1970, 186 p. American Association of Colleges for Teacher Education, One Dupont Circle, Washington, DC 20036.
ARC Catalog No. 370.71 N351

Describes the extent of A.I.D. activity in teacher education in the developing countries, types of assistance given, institutions involved, operational methods used, difficulties encountered, elements contributing to success or failure of programs in progress in 1967. Provides case studies in 16 countries, giving background, objectives, major activities, types of training and other data useful for future study and analysis. Contains an eight-page bibliography.

Vocational Education

172. Hardin, Einar, *Economic Evaluation of Non-Formal Education in Rich and Poor Nations.* 1971, 26 p. School of Labor and Industrial Relations, Michigan State University, East Lansing, MI 48823.
ARC Catalog No. 370 H262

This paper, presented at the SEADAG Education and Human Resource Development Panel Seminar, May 13-15, 1971, at the National Academy of Sciences, Washington, D.C., sets forth the methods and results of several economic evaluations of nonformal education which have been undertaken in the United States in recent years.

Economic evaluation in the United States has been applied only to selected types of nonformal learning experiences. Three types covered in this paper are:

a. Institutional Retraining of Manpower
b. On-the-Job Training
c. The Neighborhood Youth Corps Program

Also, this paper offers some thoughts on the applicability of methods to nonformal education in poor countries.

173. Kim, Yoon Tau, *The Present Status and Some Problems of Vocational Training in Korea.* Undated, 24 p. Manpower Development Research Institute, Seoul, Korea.
ARC Catalog No. K3 373.246 K49

The contents of this paper cover the following topics:

a. Background of Vocational Training in Korea
b. Present Status and Achievements of Vocational Training in Korea

c. Some Problems of Vocational Training Programs in Korea
d. Conclusion

Thus it provides excellent background information for anyone charged with the responsibility of developing a non-formal education program in a less developed country.

174. *Padat Karya - Labor Intensive Work Program.* 1970, 16 p. Department of Manpower of the Republic of Indonesia, Directorate General of Manpower Development Utilization, Djakarta, Indonesia.
ARC Catalog No. ID 331.11 141

This article describes the manpower situation, the fields of employment, the characteristics of the rural areas, and the types of projects in Indonesia. The article also defines "Padat Karya," and explains the labor intensive method, the Padat Karya Labor Intensive projects, and how the Padat Karya system works. The last section in the article tells how the Padat Karya system is implemented with United States aid.

175. Sheffield, James R. and Victor P. Diejomaoh. *Non-Formal Education in African Development.* 1972, 246 p. African-American Institute, 866 United Nations Plaza, New York, NY 10017.
ARC Catalog No. 370.096 S542

This report is divided into three major categories. The first category includes industrial and vocational training, primarily in the urban/modern sector, and is subdivided into pre-employment programs (Part I), and on-the-job training and skill upgrading programs (Part II). The second major category consists of agricultural training and rural community development and is subdivided according to target populations. Part III includes programs aimed principally at rural youth, particularly school-leavers; Part IV deals with training programs for adults in rural areas. The third major category embraces a number of varied, multi-purpose programs in a combination of areas such as literacy, family planning, and citizenship. This is found in Part V of the report.

176. Staley, Eugene, *Planning Occupational Education and Training for Development.* 1971, 188 p. Praeger Publishers, 111 Fourth Avenue, New York, NY 10003.
ARC Catalog No. 373.246 S782

This book introduces studies on Occupation Education and Training. It provides a broad conceptual framework which will illuminate the issues in this important aspect of educational development problems: analyzing needs, curriculum design, institutional choices, and organizational choices.

177. Yokomizo, M. and M. Yamada, *Skill Formation in Japan.* Paper No. CID/IPE/D.41. 1965, 46 p. Prepared for the Center for Industrial Development, Department of Economic and Social Affairs, United Nations. UN Publications, Room 1059, New

York, NY 10017.
ARC Catalog No. JA 331.863 Y54

Examines manpower training and development from a project rather than a national point of view. Describes vocational training in Japan and reviews several skill development programs related to specific industries.

Youth Programs

178. *International Youth Leadership Course.* Contract AID/csd-805. 1966, 22 p. plus appendixes. Prepared for the Office of International Training, AID/Washington, by Sports International Youth For Development in cooperation with the U.S. Forest Service Training Center, Continental Divide, New Mexico.
ARC Catalog No. 369.4 S764.

This is a report on the third International Youth Leadership Training Course conducted July 9 to September 9, 1966, to teach about fifty foreign youth basic construction skills, methods of teaching physical fitness, and administration of a national youth service corps program. Describes "learning while doing" methods with chapters on training program schedules, field-work projects, educational weekend field trips, with 11 pages of biographical and other appendixes.

179. Korten, David C. and Frances F. Korten, "Ethiopia's Use of National University Students in a Year of Rural Service." Reprinted from *Comparative Education Review.* 1966, p. 482-492.
ARC Catalog No. 374.963 K85

This is an evaluation of Ethiopia's special education project which called upon students to interrupt university training for one year and serve as teachers in rural areas. Although at first most students felt that this was an imposition, their opinions changed to a positive reaction soon after they began the program. The final result indicates success of the project.

180. *Leadership Training Course for the Youth of Central America, Panama, and the Dominican Republic: Report Series.* Contract No. AID/ la-209 (Regional). 1964-1967. Prepared by the Inter-American Center, Institute of Human Relations, Loyola University, New Orleans, La., for AID/Washington.
ARC Catalog No. 374.013 L923

This series consists of: a Feasibility Study, 18 individual Seminar Reports, one Annual Review, and an Evaluation Study. These documents give a full account of the effort made by the Inter-American Center in conducting 18 separate six-week seminars. These seminars, dealing with the nature of political, economic, and social change were aimed directly at developing the knowledge, skill, attitudes, and values emerging leaders must possess to enable them to understand, formulate, interpret,

articulate, and direct programs of social and economic development as a means to confront the problems of transition from a traditional to a modern society. The reports explain how these goals are pursued by means of lectures, project analysis, group discussion, sensitivity laboratory sessions in the area of group dynamics and leadership techniques, reading assignments, study trips, and unstructured activities (tours, receptions, parties, family visits, social and cultural events, sporting events, etc.). Another important aspect of the seminar—that of developing cleaner concepts and a realistic understanding of the cultural, economic, and political life of the United States—is thoroughly examined.

181. Paulston, Rolland G., *Planning Non-Formal Educational Alternatives: National Youth Service Organizations in the LDCs.* 1971, 25 p. School of Education, University of Pittsburgh, Pittsburgh, PA 15213.
ARC Catalog No. 370 P332

The author examines why and how specific programs in the non-formal educational sector might be more effectively included in the educational planning process. Further, the author examines a number of case studies of non-formal educational programs that have to a greater or lesser degree been planned and coordinated with formal schooling at a national level.

182. *Suggested Youth Development Programs Models and Activities: OEO Guidance.* May 14, 1970, 18 p. Office of Economic Opportunity, 1200 Nineteenth Street, N. W., Washington, DC 20506.
ARC Catalog No. US 301.4315 O32

This memorandum outlines the ways in which youth can teach other youth and points out that youth councils should have the capability of sponsoring meaningful job training programs. Neighborhood development programs are cited together with health programs, economic enterprises, housing rehabilitation and construction, and police-youth relations.

183. *Youth Service Programs.* Undated, 21 p. Office of Education and Human Resources, Bureau for Technical Assistance, Agency for International Development, Washington, DC 20523.
ARC Catalog No. 374.2 A265

This document contains the following articles dealing with Programs for Youth Service:

a. Rossillion, C., "Youth Services: a Survey of Experience." The author is with the Application of Standards Branch, International Labour Standards Department, International Labour Organization, Geneva.
b. Korten, David C. and Francis F., "The Ethiopian University Service." David Korten was a Fulbright Lecturer in Business Administration at Haile Selassie I

University, where Mrs. Korten was also employed. Both are completing PH.D's at Stanford University.

c. Roekasah, E. A. and D. H. Penny. "Bimas: Agricultural Students as Extension Agents." E. A. Roekasah, a staff member of the Institute of Agriculture, Bogor, since 1956, is now studying at the Australian National University, Canberra; D. H. Penny is a member of the Economics Department, Research School of Pacific Studies, A.N.U.

d. Uhlig, Christian, "The Scope for a Youth Labour Service." Dr. Christian Uhlig is Chief of Section of the Hamburg Institute of International Economics, Hamburg.

PART V BIBLIOGRAPHIES

184. Azim, M., *A Bibliography of Academy Publications, 1959-69.* 1970, 48 p. Pakistan Academy for Rural Development, Peshawar, Pakistan.
ARC Catalog No. PK 016.30135 A995

This annotated bibliography lists 101 publications which can help in facilitating information and understanding about the nature, evolution, operations, and results of community and rural development in Pakistan. It contains 39 items on training, 38 on research, and the remainder on seminar reports, workshops, conferences, and other categories. All are in English except for nine in Urdu.

185. *Bibliographies in Non-Formal Education. Number 1: Non-Formal Education in Anthropological Perspective.* Undated, 30 p. Institute for International Studies in Education, Michigan State University, East Lansing, MI 48823.
ARC Catalog No. 016.37 C698

The sources are separated into three broad areas, but many of the references range in content across all three categories. Section A lists general works which treat education from an anthropological view. Section B encompasses systems. Section C suggests and examines some of the culturally significant variable such as language, world view, and modes of social control in the learning-teaching phenomenon.

186. *Bibliographies in Non-Formal Education. Number 2: Non-Formal Education Programs in Different Geographical Areas of the World.* Undated, 16 p. Institute for International Studies in Education, Michigan State University, East Lansing, MI 48823.
ARC Catalog No. 016.37009 C698

This bibliography selects and identifies some ongoing "non-formal" educational programs that operate outside departments and ministries of education. Youth programs, land resettlement, adult education, agricultural extension, and national service programs, to mention only a few, are operating under multiple auspices.

187. *Bibliographies in Non-Formal Education. Number 3: Selected Topics in Non-Formal Education.* Undated, 15 p. Institute for International Studies in Education, Michigan State University, East Lansing, MI 48823.
ARC Catalog No. 016.37 C698a

This bibliography deals with the definition of the term "non-formal" education and the subsequent categorization of programs embraced by that definition, in terms of delivery systems, target areas, functions, goals, and other categories, is a task which needs attention.

It makes no claims of presenting a final verdict on the definition and classification of such programs but merely provides some direction to the organization of this composite of "non-school" educational programming.

188. *Bibliography on Adult Basic Education.* 1971, 40 p. Department of Administration and Higher Education, College of Education, Michigan State University, East Lansing, MI 48823.
ARC Catalog No. 016.374 M624

The primary purpose of this bibliography was to compile in one paper general works of the field of adult basic education to familiarize administrators, counselors, teachers, and paraprofessionals with existing literature in this field of practice and professional study.

This bibliography was organized into thirteen catagories, which are:

General Overview of Adult Basic Education
Characteristics of Adults
Adult Learning
Teaching Methods and Materials
English as a Second Language
Curriculum and Curriculum Guides
Teachers and Teacher Education
Administration of Adult Basic Education
Counseling in Adult Basic Education
Vocational Education and Careers
Research in Adult Basic Education
Bibliographies on Adult Basic Education
Directory of Organizations and Publishers

189. *Book, Textbook, and Library Development.* AID Bibliography Series: Education and Human Resources No. 1. 1970, 36 p. Office of Education and Human Resources, Bureau For Technical Assistance, AID/Washington, DC 20523.
ARC Catalog No. 016.21 A265

The emphasis in this bibliography is on the reports and documents developed in connection with AID programs on book, textbook, and library development. However, reports of other agencies working in these three fields in developing countries are included to a limited extent.

190. *Career Education.* An ERIC Bibliography. 1973, 360 p. Macmillan Information, A Division of Macmillan Publishing Company, Inc., New York, NY 10022.
ARC Catalog No. 373.246 E68

This bibliography includes those citations derived by searching the ERIC tape file utilizing a profile of descriptors from the *Thesaurus of ERIC Descriptors.* Journal articles concerned with the subject of career education which were indexed for Current Index to Journals in Education are also included. All this material is organized into four sections: ERIC Documents, ERIC Journals Articles, Subject Index, and Author Index.

191. Kleis, Russell J. *Bibliography on Continuing Education.* 1972, 107 p. Department of Administration and Higher Education, Michigan State University, East Lansing, MI 48823.
ARC Catalog No. 016.3748 K64

This bibliography is organized in twelve sections. Eight of the sections consist principally of books, and each of these relates to a course, seminar, or institute of the program of graduate studies in continuing education at Michigan State University. One section includes research and bibliographical listings; another lists series publications of special interest to students of continuing education; and the final section includes periodicals and special publications.

192. Paulston, Rolland G., *Non-Formal Education - An Annotated International Bibliography.* 1972, 332 p. Praeger Publishers, 111 4th Ave., New York, NY 10003.
ARC Catalog No. 016.37 P332

This book lists 862 references covering the following main areas of Nonformal Education:

a. Orientation and Basic Issues
b. Area Studies
c. Organizations Conducting Programs
d. Target Learner Populations
e. Program Content
f. International Methodologies and Material
g. Reference Materials and Publications

193. *Popular Participation in Development: Title IX.* A.I.D. Bibliography Series: Civic Participation No. 1. 1970, 15 p. Civic Participation Division, Bureau for Program and

Policy Coordination, AID/Washington.
ARC Catalog No. 016.3092 A265

This is an annotated bibliography containing 31 references compiled to assist AID technicians working in the civic education field. It contains sections on conceptual materials, programming guidelines, country analyses (12 countries), sectoral analyses (agriculture, education, and urban areas) and local action programs. The bibliography also contains a section on other bibliographies related to this topic.

194. *A Selected Bibliography.* 1970, 28 p. Katharine Dexter McCormick Library, 810 Seventh Avenue, New York, NY 10019.
ARC Catalog No. 016.30132 P712

This general bibliography on population and family planning covers the following subjects: contraception, infertility, abortion, demographic research, family planning surveys, family planning programs, and poverty and family planning.

195. *Selected Bibliography on Non-Formal Education.* 1971, 5 p. UNESCO, Regional Office for Education in Africa, 12 Avenue Roume, Dakar, Senegal.
ARC Catalog No. 016.374 U58

This unannotated bibliography of 57 publications was specially prepared for AID by the Director of the UNESCO Regional Center in Dakar. It contains references printed in French and some in English that have proven particularly related to non-formal education activities in Africa. Subjects covered include: adult education, social development, community development, new educational media, literacy, and civic education.

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